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ABSTRACT

This report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1993. In 1992, the Stanford Writing Assessment replaced the MAT-6 Writing Test as the instrument for measuring writing achievement for 7th and 10th graders in Oklahoma. Student papers were hand scored through holistic and analytic approaches to assess different aspects of composition skills. The combination of the two approaches provides teachers with a variety of performance data that can be used to assess student writing skill strengths. Comparison of students' holistic scores with the national average for the past 7 years indicates continued above average performance at both grades tested. The majority of the 1993 7th and 10th graders scored closer to the national average than their predecessors, although Oklahoma students continued to perform at or above the national norm of the 50th percentile. Use of the newly normed unimodal prompts of the new 1992 assessment has resulted in scores that are closer to the national average. Seven tables and eight figures present test results and allow comparison with national scores and Oklahoma scores from preceding years. Four appendixes present additional information in table form about the percent of scores under the normal curve and the performance of students in both grades. (SLD)

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Oklahoma School Testing Program

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Writing Assessment Component

1993 Summary Report

Stanford Writing Assessment Program

For grades 7 and 10

Oklahoma State Department of Education
SANDY GARRETT
State Superintendent of Public Instruction

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This publication, printed by Central Printing, is issued by Oklahoma State Department of Education as authorized by Title 70 O.S. Supp. 1985, Section 1210.510 and Sandy Garrett, State Superintendent of Public Instruction. 300 copies have been prepared at a cost of \$2,228. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. June 1993.



SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

June 24, 1993

To the Citizens of Oklahoma:

This report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1993. The Writing Assessment Component of the OSTP was implemented in compliance with Title 70 O.S. Supp. 1985, §1210.510 et. seq. (Senate Bill 426, 1986).

Oklahoma has completed its seventh consecutive year of administering a direct writing assessment to students in tenth grade, and our sixth year of administering such a test to seventh-grade students. During the first five years of this program, writing in a combination of the narrative and descriptive modes was measured through use of the *MAT-6 Writing Test (The Psychological Corporation--TPC)*.

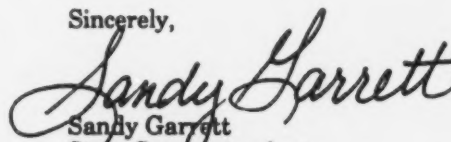
In 1992, the State Board of Education adopted the *Stanford Writing Assessment*, Second Edition (TPC's newly normed writing test). This test introduced a more rigorous measure of writing skills, with scoring methods based on student expectations which include (1) directly addressing the topic of a *unimodal* prompt; (2) writing consistently within the specified mode; and (3) exhibiting a level of writing skill expertise which can reasonably be expected of students in the grade levels tested. The 1992 test elicited writing in the *descriptive mode*.

Use of the *Stanford* in the 1993 OSTP Writing Assessment represented the state's first test of students' applied writing skills in the *expository mode*. Writing in this mode requires students to provide an *explanation* of a concept, procedure, principle, or position (e.g., as on an issue).

The majority of the 1993 seventh- and tenth-grade students scored closer to the national average than their predecessors who responded to narrative and descriptive writing assessment prompts. However, Oklahoma students continued to perform at levels above the national norm of the 50th Percentile Rank. Our teachers and administrators are to be commended for providing quality writing instructional programs.

The State Department of Education appreciates the cooperation of all public school educators in the local management of the OSTP. In addition, we appreciate parents' assistance in preparing their children mentally, physically, and emotionally for participation in this program. It is only with such a spirit of school and community cooperation that we can successfully obtain a measure of our students' best efforts to reveal evidence of their accumulated knowledge and academic skills.

Sincerely,


Sandy Garrett
State Superintendent
Secretary of Education

OKLAHOMA SCHOOL TESTING PROGRAM (OSTP) WRITING ASSESSMENT COMPONENT 1993 ANNUAL REPORT: EXECUTIVE SUMMARY

The *Stanford Writing Assessment* was administered to Oklahoma's seventh- and tenth-grade students in February, 1993. Students' papers were hand-scored through use of two different procedures--holistic and analytic scoring. These procedures are designed to measure different aspects of composition skills. By using the combination of the two scoring procedures, we are supplying teachers with a variety of performance data that can be used to assess students' writing skill strengths, determine areas of skill reinforcement need, and provide focus for the most beneficial instructional methods for each student.

Holistic scores provide an overview of the general quality of composition skills demonstrated by each student in response to a verbal writing prompt. Holistic Raw Scores range from 2 to 12, and are converted to normative scores to provide a comparison of student performance with that of the national norm group.

The average Holistic Score Percentile Ranks for Grades 7 and 10 were 57 and 51, respectively. A Percentile Rank of 50 is considered the "national average." A score of 57, for example, means that the average seventh-grade student in Oklahoma scored as well as or better than 57% of the students in the national norm group who were administered this same prompt.

Analytic Scores are given on a scale of one to four, with four being the highest performance level. The analytic scoring procedure for 1993 was designed to evaluate the six specific areas of writing skills listed below: (Figure 1, pages 20-21, provides further delineation of these skills. The table provided on page v describes Oklahoma's 1993 Analytic Score performance in terms of the skill area, performance level within each skill area, and the percent of students scoring in each performance level.)

- | | |
|--|------------------------------|
| I. Ideas and Development | IV. Sentences and Paragraphs |
| II. Organization, Unity, and Coherence | V. Grammar and Usage |
| III. Word Choice | VI. Mechanics |

Comparisons of Oklahoma students' Holistic Scores with the national average during the past seven years indicate continued above-average performance at both grades tested. During the first five years of this program, students were asked to respond to a combination picture/verbal prompt which elicited writing in narrative, descriptive, or a blend of these two modes. In 1992, a new test was introduced which is different in a number of ways, the most important of which include the following:

- the prompts are strictly verbal (i.e., no pictures accompany the verbal portion);
- the prompts are *unimodal* (i.e., elicit writing in only *one writing mode*);
- scoring is more stringent in that the student is expected to (a) address the topic of the prompt throughout the discourse; (b) consistently write within the specified mode elicited by the prompt; and (c) use writing skills generally expected at the grade levels tested; and
- national norms are newer, yielding more difficult standards with which to compare scores of individual students and groups.

Oklahoma students were administered *unimodal prompts eliciting descriptive writing* (1992) and, for the first time in OSTP history, *expository writing* (1993). Expository prompts differ greatly from narrative and descriptive ones in that such prompts require students to write an explanation of a concept, procedure, principle, or position (i.e., as on an issue).

Prompts which elicit different writing modes are not statistically equated; therefore, scores on *descriptive* and *expository* writing assessments are not comparable. Use of the newly normed *unimodal* prompts has resulted in scores that are closer to national average performance. The shift to the new test with different writing and scoring procedures--along with an increased national level of writing achievement (especially at the high school grades, as indicated by the norms)--are possible reasons for differences seen in the 1993 and previous Oklahoma writing assessment performance comparisons with national norms.

OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)
WRITING ASSESSMENT COMPONENT:

ANALYTIC SCORE SUMMARY--1993

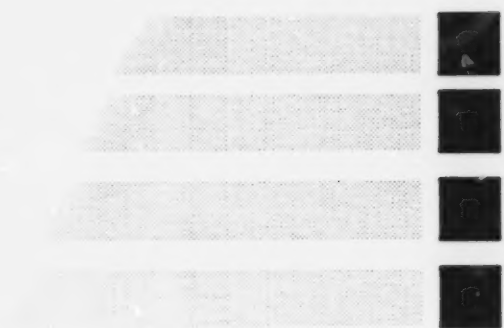
Grade 7

	I Ideas and Development	II Organization, Unity, and Coherence	III Word Choice	IV Sentences and Paragraphs	V Grammar and Usage	VI Mechanics
Score	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
4 (high)	12	10	9	12	16	13
3	53	45	56	49	53	52
2	32	41	32	34	27	29
1 (low)	2	5	2	5	4	6

Grade 10

	I Ideas and Development	II Organization, Unity, and Coherence	III Word Choice	IV Sentences and Paragraphs	V Grammar and Usage	VI Mechanics
Score	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
4 (high)	17	17	15	20	13	19
3	53	48	62	50	49	54
2	27	31	22	26	32	22
1 (low)	3	3	1	4	6	5

Oklahoma School Testing Program



1993 Writing Assessment Component:

Seventh Annual Summary Report

Stanford Writing Assessment Program
For grades 7 and 10: Summary of Test Results
June 1993

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Student Assessment

Oklahoma State Department of Education
SANDY GARRETT
State Superintendent of Public Instruction

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SUMMARY REPORT FOR THE
OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)
WRITING ASSESSMENT COMPONENT--1993

I. Introduction

Beginning in 1986, Oklahoma Law mandated that a standardized, norm-referenced direct writing assessment be administered to students in specified grades. This program--referred to as the *Writing Assessment Component of the OSTP*--began with administration of writing tests to students in Grade 10 in 1987. The program was expanded in 1988 to include assessment at Grade 7.

The measurement instruments utilized to achieve an assessment of students' writing skills are obtained through the state bid system. Such instruments achieve this measure by providing a writing prompt to which students respond with an essay. Students' writing is hand-scored by three professional raters who apply two different procedures with each paper--*holistic scoring* and *analytic scoring*. Use of the former method results in a judgment of the paper's overall merit as compared with exemplary papers written during the national standardization of the tests, and yields the *normative data* required by law. Employment of the analytic scoring method yields performance estimates on six areas of specific writing skills. Both scoring methodologies are fully explained later in this report.

The measurement instruments adopted by the State Board of Education for this program include the MAT-6 Writing Test (1987-1991) and the Stanford Writing Assessment Program (1992-93), both of which are published by The Psychological Corporation. While both test series assess students' actual writing skills, they differ in their philosophical bases and resulting methodologies. These differences will be discussed at length in a subsequent section of this report.

The following report describes the inception, implementation procedures, assessment instruments and results of this program. District level data are reported for the 1993 assessment, and state level data are provided for the writing assessments conducted in 1987 through 1993. In addition, guidelines are provided for analysis and interpretation of the test results.

A. Inception of the OSTP and the Writing Assessment Component: Legislation

Oklahoma House Bill 1480, enacted in 1984, required the State Department of Education to develop a plan for statewide assessment of student achievement in the basic skills. This plan was submitted to the Legislature on January 1, 1985. In 1985, the Oklahoma School Testing Program Act (§ 1210.505 through 1210.511 of Title 70 of the Oklahoma Statutes) mandated the administration of a standardized, norm-referenced achievement test to students in Grades 3, 7,

and 10 (House Bill 1466). The subject and skill areas measured in this assessment include reading, language arts, mathematics, science, and social studies. Data resulting from the OSTP are reported annually to the Oklahoma Legislature and the State Board of Education.

The Oklahoma School Testing Program Act further required the State Department of Education to submit a plan for administering a direct writing assessment to Oklahoma's public school students. Submitted to the Oklahoma Legislature on January 1, 1986, this plan addressed (1) definitions of the various components of the writing assessment; (2) estimated costs; (3) timelines and procedures for implementation; (4) suggested tests to be utilized to provide consistent data; (5) reporting procedures; and (6) anticipated benefits to be achieved through the program.

Oklahoma Senate Bill 426 (1986) created the Writing Assessment Component of the OSTP, mandating that a standardized, norm-referenced direct writing test be administered to tenth-grade students during the 1986-87 school year. This law further stated that, based on the availability of funds, the program would be expanded in 1987-88 to include Grade 7 and expanded again in 1988-89 to include Grade 3. (Subsequent legislation [i.e., Senate Bill 183, enacted in 1989] deleted any reference to adding Grade 3; therefore, the program has been maintained at Grades 7 and 10 only.)

Based on Senate Bill 426, the **purpose** of the writing assessment is to obtain a measure of students' actual writing performance; its **function** is to achieve improvement in the state public education system. Furthermore, "the State Board of Education shall seek to ensure that data yielded from the test is utilized at the school district level to prescribe skill reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results" (70 O.S. Supp., 1210.508). In addition, this bill stated that "the State Department of Education shall provide inservice training for local school personnel who administer the test."

The legislation required that reports of test results be provided to local school districts by the contracting test company. Individualized results of the test "shall be made available by the local school district to the classroom teachers in the area tested" ...and "the Department will provide test results to appropriate public officials as required by law."

Oklahoma House Bill 1110 (1987) expanded the Writing Assessment Component of the OSTP--with the same requirements--to include administration of a direct writing test to both seventh- and tenth-grade students. Subsequent legislation has maintained the current program.

Senate Bill 426 and House Bill 1110 further stated that students who have Individualized Education Plans (IEPs) pursuant to Public Law 101-476 shall not be required to participate in the Oklahoma School Testing Program. Due to effects of Federal Law (Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706, regarding the prevention of discrimination against the handicapped), the State Department of Education issued the following procedural directive to all public school superintendents annually through the school year 1988-89:

"Based on Oklahoma Law, students who have Individualized Education Plans (IEPs) pursuant to Public Law 101-476 shall not be required to participate in the Oklahoma School Testing Program. However, the right of these students to participate in the OSTP cannot be denied. Parents must be given the opportunity to sign a form indicating their desire to have their children take the tests. The form to be used is the 'IEP Program SDE Form 9' which is employed during the IEP Conference with parents. Please make sure that parents respond to the question on this form regarding their children's participation in the OSTP."

Senate Bill 183 (Section 1210.511 B.), enacted in May of 1989, contained the following change in language regarding testing students with IEPs:

"A student whose education is subject to the provisions of an individualized education plan (IEP) pursuant to Public Law 101-476 as amended, shall be tested pursuant to the provisions of the Oklahoma School Testing Program Act, Section 1210.505 et seq. of this title, only to the extent specified by the student's individualized education plan."

With this change, the decision to test such students became a function of the IEP Team, of which the student's parent is a standing member. The "IEP Program SDE Form 9" continued to be utilized as the documentation of the team's decision in regard to whether or not the student would be administered the tests.

Regulations were adopted by the State Board of Education in 1987 and 1989 to specify test exemptions for students who have IEPs and those who are considered as Limited English Proficient (LEP) based on the definition issued by the U.S. Secretary of Education. (A summary of the OSTP Regulations is found on pages 10 and 11 of this report.) According to Regulation, students who are considered as LEP can be exempted from OSTP participation at local district option (1) if such students meet the definition; (2) if these students have been counted as LEP for accreditation reporting purposes at the time that tests are administered; and (3) if parental permission for exemption from testing is obtained in writing and on file in the school.

B. Combining Assessment Methodologies in the OSTP

Two methods are available to measure writing and related skills--**indirect** and **direct**. Implementation of the OSTP Writing Assessment Component benefits teachers and students by providing data from both kinds of measurement.

Indirect measurement is conducted through the administration of multiple-choice test items which consist of correct and incorrect optional answers illustrating the application of writing-related skills (e.g., word usage, sentence structure, punctuation, capitalization, grammar, and spelling). In such an assessment, the student must read the test item, decide which of the options is correct, and mark a machine-scorable answer blank to indicate his or her choice. The resulting scores do not indicate the student's ability to write; instead, scores indicate the student's ability to apply knowledge of writing-related skills to printed sentences and phrases and choose the correct option. Students' strengths and deficiencies in skill knowledge/application are indicated by the number of correct choices made in the measurement of each skill. Such data are reported on the language achievement tests administered as part of the OSTP.

Direct writing assessment is conducted through the provision of a stimulus or prompt to which the student responds by writing a story, description, explanation, or other form of discourse designed to address the topic suggested by the prompt. Students' compositions are rated by professional graders. Rating of students' papers is based on predetermined criteria which represent specific writing skills and the level at which each is applied in the discourse. The direct assessment, therefore, provides an illustration of the student's actual ability to express his or her thoughts while demonstrating writing skills.

The major purpose of the OSTP is to provide data with which to determine the status of students' skill achievement levels. Its function is "to improve all phases of the state public educational system" (House Bill 1466). It is believed that tandem use of results from both components of the OSTP will ultimately function to increase the potential for improvement in public school writing programs.

C. Use of the Standardized Writing Assessment Instrument: Benefits and Limitations

A standardized writing test is one which has been constructed in accordance with detailed specifications as to kind and difficulty of prompt, time limits needed to complete the written response, and criteria utilized for scoring. In developing such tests, prompts are carefully constructed, field-tested with random samplings of students nationwide, and determined to be appropriate

in difficulty and discriminating power. The data resulting from standardization of such tests are used to establish a national "norm" or average against which students' scores at the individual, class, building, and state levels can be compared. Analysis of such test data reveals strengths and deficiencies in students' skills. Results of writing test score analyses can be employed in planning for instructional program improvement at all levels.

1. Benefits

The benefits derived from use of the standardized writing test include the following:

- A special phenomenon transpires in communities and schools when use of standardized tests expands from the local, district-controlled level to that of statewide assessment. In regard to writing skills--the last of the "basic skills" to be assessed with standardized instruments--there is a renewed interest in (a) the skills being assessed; (b) the status of students' writing performance levels; (c) the need and desire for improvement; and (d) the methodology needed to achieve desired instructional goals. This interest--pursued with positive action--results in renewed motivation of teachers and students, more appropriate instruction at all relevant grade levels, initiation of interim evaluation at the classroom level, and subsequent progress achieved with improvement of students' skills.
- The standardized writing test is administered using the writing process method within a timed format, thus providing an estimate of the student's ability to organize and record thoughts in response to a specific stimulus. Considered as one of the "survival" skills, writing is applied in many situations throughout an individual's life. Such applications include written class assignments for which time is limited; teacher-constructed essay tests; job applications which require a timed impromptu autobiography, discussion of job-related goals, and/or description of leisure-time pursuits; and the on-the-job creation of correspondence, reports, and other business communications. Use of the standardized writing test and its results can reawaken the educator's awareness of the student's need for success in such realistic applications. Reorientation to this factor often encourages educators to refocus instructional programs on students' specific skill needs, thus increasing the potential for long-range program improvement.
- Use of the standardized writing test encourages educators to provide test-preparation sessions for students--a factor which helps individuals become more comfortable with test-taking. As teachers (a) help students learn to budget time; (b) counsel individuals privately on test results and their meaning for current needs and future success; and (c)

reassure students through sharing progress reports periodically, each is motivated to take ownership in the testing situation and its outcomes. As students assume greater responsibility for their own learning, their efforts to improve the quality of their performance begin to increase--a factor which contributes to a more comfortable testing situation.

2. Limitations

Due to the structure of the standardized test and the specifications within which each is constructed, administered, and scored, there are certain limitations which need to be considered in the analysis and use of resulting data:

- Standardized test results represent estimates of the student's demonstrable achievement level only at the time the test was given and for a few weeks thereafter. With the passage of time, accumulation of additional knowledge and practice in writing, students' test scores can improve to a measurable degree. Therefore, neither individual students, school buildings, nor school districts should be labeled nor judged on a single test administration.
- Failure to control certain necessary standardized test conditions can yield invalid results. Conditions which need to be controlled during test administration include (a) physical environment (room temperature, lighting, noise level, and overcrowding of students); (b) emotional environment (diminishing test anxiety and motivating students through positive attitudes on the part of parents, teachers, and school administrators); and (c) test administration procedures (giving directions accurately, observing strict timing of tests, and monitoring students' test-taking behaviors). Appropriate precautions regarding the control of all conditions mentioned above are discussed in the Pretest Inservice Training Sessions (and manual) provided for test administrators prior to testing.
- It is neither equitable, meaningful, nor appropriate to compare the performance of individual schools nor school districts with one another without considering certain demographic factors which are known to exert influence on test results (Jenks, 1972; White, 1976). These factors include socioeconomic level of the community, median income, and median educational levels of community members. In addition, where small numbers of children are tested, the abilities of one or two students can affect the average score of any grade level of students in that district.

Furthermore, the transient nature of our society can have an effect on the overall performance level of the school district. This factor--often referred to as student mobility rate, or population turnover rate--tends to exert a greater influence on scores of schools which enroll smaller numbers of students.

In general, the higher the socioeconomic level of the community, the greater the median income (factors which correlate with educational level); and the higher the median educational level of the community is, the more likely the students in that school district are to score higher on tests.

Within the time limitation imposed on the reporting of the enclosed results, the test data contained in this document could not be treated statistically to equalize the effects of those factors listed above. Under these conditions, it is both meaningless and inappropriate to compare the performance of students in specific schools or school districts to determine the effects of instructional programs.

- Knowledge of test-taking skills can enhance the student's ability to perform on standardized tests. Such skills affecting the direct writing assessment include practice in responding to a writing prompt under timed conditions, learning to organize the response before beginning to write, and editing/revising a piece of discourse either during the writing or immediately afterward.

Current instructional theory advocates the use of the "process-writing" approach which includes the following steps: (1) pre-writing (organization and outlining of ideas); (2) writing the draft; (3) revising and editing; and (4) publishing. A search of the literature on writing instruction reveals that, for the past 15 to 20 years, this method has been proven to be a highly successful approach.

The Stanford Writing Assessment Program, (Second Edition), adopted for Oklahoma's 1992 assessment, is designed to encourage students to utilize "process-writing" skills during the examination. Since this is a series of standardized, norm-referenced writing assessments, the tests are timed. Following directions in the manual, the test administrator guides students through a schedule which includes five minutes for the pre-writing stage; 20 minutes for the writing stage; and the last 10 minutes for the revising and editing stage.

While the test administrator provides oral directions to guide students through the timing of these three writing stages, students may elect to use the 35 minutes allowed for the test to construct the essay according to their own schedule. Performing well on such an assessment is often

largely dependent on the degree to which the student has learned the "process-writing" skills and can apply them in this context.

Teachers are encouraged to base daily instruction on the "process-writing" method, intensifying such instruction to the point of successful writing skill application by students. In addition, teachers are encouraged to provide frequent practice for students in prompt-initiated, timed writing sessions. The use of such methods--coupled with encouragement of an "ownership" attitude in students regarding writing practice and writing assessment--should serve to increase students' writing proficiencies.

II. Implementation and Maintenance Procedures (1986-1993)

A. Program Objectives

Objectives for accomplishing the successful implementation of the Writing Assessment Component included the following:

- To obtain a test which meets the specifications outlined by Oklahoma law.
- To provide a system whereby tests remain secure.
- To provide pretest inservice training for test administrators as outlined in the law.
- To provide a system for dissemination, return, and accounting of test materials.
- To provide a system for rating students' compositions--one which yields both normative data as well as data with which students' specific skill strengths and deficiencies can be determined--and for reporting of results to local schools.
- To analyze, interpret, and report statewide results to the State Board of Education and the Legislature.
- To provide posttest inservice training on the interpretation and use of test results to improve instructional programs at the local school level.
- To assist school personnel in incorporating the use of test scores in their School Improvement Plans.

B. Procedures Utilized to Accomplish the OSTP Objectives

1. Obtaining a Standardized, Norm-Referenced Direct Writing Test through the State Bid System
 - In compliance with Oklahoma Law, a Request for Proposals (RFP) was developed and released to test publishers nationwide. This document provides a full description of the review and selection process to be employed; the major products and services for which bids are being requested; timelines for delivery of materials and services; scoring systems which would provide the kind of data needed to enhance instructional improvement; and all other attachments required by law.
 - A "mandatory attendance" Pre-Bid Conference is held within two weeks after release of the RFP. All bidders' questions received prior to this conference and the Department's responses are submitted in writing to participants in this conference. All requirements of the Writing Assessment Component of the OSTP are discussed and bidders are allowed to clarify any misconceptions regarding bid requirements.
 - The test review process is designed to obtain an objective evaluation of all companies' bids for products and services in terms of the manner in which the following requirements--either the Department's or those of the law--will be met: (1) test specifications; (2) scoring criteria and methodologies utilized; (3) security of test materials and individual students' score reports; (3) SDE staff training for pretest and posttest inservice programs; (4) provision of inservice materials (i.e., in terms of quality, quantity, and deadlines); and (5) customization of formats designed for testing and reporting in a manner that best meets the need for instructional program improvement.

Evaluation forms consisting of more than 100 criteria are utilized by review/evaluation committees to judge the appropriateness of products and services bid by companies. One form is completed by each reviewer to indicate his or her evaluation of each company's set of proposals and test instruments submitted.

For evaluation of writing test bids, more than thirty (30) junior high and high school composition teachers, counselors, school administrators, testing experts from public schools, and university professors having expertise in either tests and measurements and/or writing instruction serve as the evaluation committee. During the evaluation process, committee members spend at least 2.5 hours studying the proposals and tests bid, after which company representatives conduct two-hour presentations that include answering all questions raised by reviewers.

One of the major factors the review committee is asked to consider is the degree to which the tests submitted by bidders measure Oklahoma's Suggested Learner Outcomes (SLOs) for composition. Considered as equally important is the degree to which scoring criteria and techniques (1) reflect measurement of the SLOs, and (2) provide information with which teachers can determine and remediate students' specific writing skill deficiencies. (Section III-C of this report [Figures 2 & 3, page 25-26] describes the match of measurement techniques with Oklahoma's SLOs and the manner in which such techniques produce results which relate to each of the measurable Learner Outcomes. Section III-C of this report describes the specific scoring criteria used to rate Oklahoma's students' compositions [holistic scoring, pages 15-18; analytic scoring, page 19.]

Responses on the evaluation forms are tallied, revealing the committee's recommendation. The State Board of Education considers all proposals, studies the evaluation committee's recommendation, and adopts the appropriate program.

2. Providing for Maintenance of Test Security

Maintenance of test security has become a major issue--both nationally and in Oklahoma. The test security measures previously outlined in State Board Regulations were greatly enhanced during the 1989-90 school year. Additional security measures implemented in 1989-90 and maintained throughout 1993 are outlined as follows:

- The test form being utilized is embargoed by the test publisher so that no person living in Oklahoma can obtain a copy other than through standard OSTP distribution at the time of testing.
- Test booklets are delivered to schools in sealed envelopes which are to be opened at the beginning of the test session only by students who are to be administered the test. All unused tests are to remain in sealed envelopes.
- Test materials are to remain locked in a secure area until test administration begins, during all hours between test sessions, and until such documents are returned to the test publisher for inventory, scanning, and scoring.
- An adult monitor other than the test administrator is required to witness the test administration and securing of test materials. Selection of monitors is subject to the approval of the district superintendent, elementary superintendent, or building principal.

- Security forms are provided for school superintendents, principals, building and district test coordinators, test administrators, and monitors. These forms state that, to the best of the participants' knowledge, the specified test security measures were followed. All forms are to be signed by the appropriate OSTP participants and returned with answer documents. An accounting of these signed forms is documented by the State Department of Education.
 - Adult participants in the OSTP are directed to refrain from overtly or covertly exposing students to the test items and/or answers to test items.
 - Violations of test security are to be reported to the State Department of Education, investigated, and proven incidents can result in such action by the Board as invalidation of the school's test scores and/or revocation of the perpetrator's teaching, counseling, or administrative certificate(s).
3. Providing Awareness and Instruction for Local School Personnel (1986-93)
- Announcements of legislation regarding the implementation and maintenance of the Writing Assessment Component of the OSTP are accomplished through notices placed in the *Administrative Focus* and the *Results In-Class* in late Spring or early Fall semesters. Such notices delineate the legislation and its intent; describe the kind of test which will be administered; announce test dates and the options offered to school superintendents for choosing available dates; specify the population to be tested and provide guidelines for testing Limited English Proficient (LEP) students and those with Individualized Education Plans (IEP); and announce the Department's plan for offering pretest inservice training for all schools.
 - A letter is distributed to all school superintendents early in the Fall semester each year. Test dates and procedures are again delineated. Accompanying this letter is a survey to obtain data on the number of students to be tested, the number of test administrators, the names of building and district test coordinators, and the proposed test dates for each school district.
 - Pretest inservice training sessions are conducted for all school districts during January and early February each year. Topics for instruction include (1) description of the program; (2) implementation procedures and policies--with emphasis on maintaining test security; (3) specification of test environmental conditions necessary to maintaining test validity; (4) test administration procedures; (5) scoring procedures and criteria; (6) descriptions of report formats; and

(7) procedures for handling test materials (inventory, distribution, coding, packaging, mailing, etc.). All inservice participants receive a procedural manual which includes specific instructions for building and district test coordinators and test administrators.

4. Providing Materials and Services

Test materials are distributed to school superintendents by The Psychological Corporation. Such materials include test booklets, teachers' manuals for test administration, and the district test coordinators' kits containing all materials and instruction for packaging and returning of materials to The Psychological Corporation.

5. Administering the Tests

Tests are administered on a Tuesday, Wednesday, or Thursday, based on each local school superintendent's choice of date selected from three specified weeks in February. Students' test booklets and other materials are returned to The Psychological Corporation immediately following administration of the tests.

6. Scoring and Reporting

- Students' papers are hand-scored by a minimum of three professional raters per paper at The Psychological Corporation's Writing Scoring Center in San Antonio, Texas. Part II (pages 15-23; 61) of the *Manual for Interpreting* describes the procedures used to train raters and score Oklahoma's papers. A copy of this manual may be obtained from the Student Testing Section, State Department of Education (405) 521-3341.
- Results of the tests are distributed to school superintendents in April each year. Part III (pages 25-44, *Manual for Interpreting*) provides information on interpreting test results.

III. Description of Materials; Testing, Scoring, and Reporting Methods; and Related Services

A. Materials and Related Services

The Stanford Writing Assessment Program is a nationally normed direct writing test. The format focuses on an exclusively verbal prompt which elicits writing in one of four writing modes: narrative, descriptive, expository or persuasive. The *expository writing mode* was selected for use in Oklahoma for the 1993 assessment.

Test materials include (1) a separately sealed page containing the writing prompt; (2) a student response booklet which contains one nonscorable page for prewriting activities such as planning and/or outlining, and four lined pages for writing; and (3) a test administrator's manual containing directions for the examiner to read orally to students. Based on HB 1946, enacted in 1990, these materials are not distributed to test administrators until the morning of the day testing begins. As the test session begins, student test materials are distributed, and each student unseals the writing prompt page, listens to directions, and begins writing.

A District Test Coordinators' Kit is distributed approximately two weeks before the test materials are received. This kit contains all materials and instructions necessary for efficient management of the testing program in the local school.

Pretest inservices are held during the month before testing for every school district in the state. State Board Regulations require that at least one representative from each school district attend these inservices, and manuals are distributed with oral instructions for conducting the assessment according to the standardization practices utilized to norm the tests.

Posttest inservices are conducted throughout the year for all individuals or groups who request these services. These sessions focus on interpretation and use of test scores to improve instructional programs at the individual, class, building, and district levels. A copy of the *Manual for Interpreting* is provided for each person who attends such inservices; two copies are distributed to each school district superintendent with the score reports.

B. Testing Methods

Standardization procedures require that students begin the testing session with at least two sharpened #2 pencils with erasers. Students are not allowed to have extra paper on their desks when the test begins. However, if students need additional paper for completing an essay, the teacher is allowed to supply the amount of paper needed upon the student's request.

Materials are distributed, and students complete the school, district and student identification information on the front of the response booklet. Students then open the sealed prompt. The test administrator--following directions *verbatim* in the official Test Administration Manual--reads the prompt orally to the class (two times) while students read the prompt silently. Students are then guided through a schedule which permits five minutes for prewriting (i.e., planning, outlining); 20 minutes for writing; and 10 minutes for revising and editing.

This method of testing is different from that utilized in the MAT-6 Writing Test which Oklahoma administered from 1987 through 1991. In using the MAT-6, students were given directions and then allowed 20 minutes to complete an impromptu-writing exercise. With the Stanford, students are tested in a manner that applies the writing process, the instructional method most strongly advocated in research during the past 15-20 years. The writing process as an instructional method is advocated in Oklahoma's Suggested Learner Outcomes published in 1983 and in the newly mandated Learner Outcomes published in 1991-92. This method features pre-writing organizational strategies, writing, revising, editing procedures and publishing.

The *timed impromptu writing* and *timed process-writing* methods of assessment and instruction each serve a distinct purpose which fulfills writing skills needed both in school and in the work place. However, the assessment procedure used in the Stanford supports a writing method which assists students in learning to organize information before writing, and to edit/revise their draft copies to eliminate errors. The learning and application of such skills results in improved discourse created for any writing purpose.

C. Scoring Methods and Reporting Services

Students' essays are scored by professional writing assessment raters at The Psychological Corporation. Scoring of each paper is conducted through use of two methods--*holistic and analytic*. These methods are designed to evaluate different (but complimentary) aspects of students' writing skills.

Each response booklet contains an identification number which is associated with the student's name. Before scoring is conducted, the page containing the student's name is removed from the remainder of the response booklet. Therefore, raters who score the papers are not aware of students' names, gender, or any other identifying information.

To assure a high level of reliability and validity in scoring students' papers, *rater reliability statistics* are established throughout the scoring process. The scores assigned papers by each rater are recorded on a computer as each rater completes a set of 25 papers. Each hour, the rater is checked for accuracy by having another trained rater validate the scores being assigned by that person. If a rater's quality level begins to fall short of an established criterion, the rater ceases his or her work for the day. Use of this form of quality control results in strong reliability estimates--a factor which is necessary to the production of comparable scores.

Both holistic and analytic scores are reported to school districts at the individual student, school site, and district level. A separate report is

provided for the parents or guardians of each student. In addition, the State Department of Education is provided with group level aggregated scores for school sites, districts, and the state. The State Department of Education refrains from collecting or filing any OSTP test data which has a student's or teacher's name attached.

The following scoring methods are used to rate each student's essay:

1. A *holistic scoring rubric* which focuses on the overall merit of the paper is utilized to rate each essay. The major factors considered in holistic scoring include (a) how well the paper is organized (i.e., does it have a good beginning, development, and conclusion); (2) how well the concepts introduced are clarified and supported; (3) attention to audience in terms of appropriateness of language and content; and (4) fluency--the extent to which the writer uses syntax, word choice, and mechanics to help the ideas flow smoothly from beginning to end.

During the standardization (or national norming) of the tests, sets of *anchor papers* were selected. Anchor papers demonstrate characteristics typical of a particular score point for a specific prompt. These anchor papers were written by students in the grades for which each prompt was being normed and represent examples of the quality of writing expected for a paper to be assigned each of the scores in the holistic scale. Anchor papers are then utilized for comparisons during the rating of papers to assure consistency in assigning the various scores.

The Stanford Writing Assessment was normed with the use of writing skill standards (or expectations) established at four levels of schooling. As one would expect, the *standards* are dependent on the writing mode elicited by the prompt.

The expository mode was used in Oklahoma in 1993 at both 7th and 10th Grades. The standards used in the holistic scoring of papers written in this mode are described as follows: (excerpted from *The Manual for Interpreting*, The Psychological Corporation, 1993)

Standard I, Grades 3 and 4

Especially at the lower grade levels, students generally are not expected to produce an impressive amount of expository text. This realistic expectation is based on two important considerations. First of all, third and fourth graders have not had a great deal of experience in exposition. Second, the abstract nature of the task requires more reflection than some other types of writing do. Therefore, it is not surprising that students present only a moderate number of reasons and supporting details.

The most obvious feature of exposition at these levels is its list-like quality. This characteristic is not limited to the least successful papers. Many of the more competent responses consist of a glorified list of reasons. In addition, as students try to structure their ideas, they sometimes add extraneous material from another mode (usually narrative).

In terms of organization, third and fourth graders tend to generate loosely joined content. For example, a paper in the middle range in this mode may not have a well-defined organizational strategy. It may simply demonstrate some logical structure in presenting a number of reasons. Transitions are usually weaker and less varied than in the expository prose of older and more mature students.

At the upper score points in particular, writers generally use some specific rather than only general words. However, specificity in this mode (and in persuasion) does not always possess the "physical concreteness" found in other modes. A student presentation that seems rather vague may, in fact, be an informationally rich sequence of ideas linked by cause and effect.

Students also occasionally use subordinate clauses that are appropriate to the task. Third and fourth graders may be relatively unfamiliar with exposition as a type of writing, but most students naturally employ "because" clauses in their everyday speech. This practical knowledge of syntactical complexities can help a great deal in a mode whose challenges students have just begun to explore.

Standard II, Grades 5 and 6

In terms of both intellect and experience, most fifth and sixth grade writers are able to generate a respectable quantity of expository text. Therefore, while the tendency to list by no means disappears, a higher percentage of students present details that flesh out assertions. In addition, the amount of off-task information decreases, especially at the upper score points. In papers that earn the highest scores, students stay on course as they attempt to amplify their ideas.

A number of students in the upper elementary grades have been exposed to the rudiments of expository structure. They have learned how to state their thesis in an opening paragraph, explain their reasons in the body of the paper, and conclude with several lines that re-emphasize the compositions's controlling idea. As a result of such instruction and of a growing ability to think abstractly, fifth and sixth graders are usually more in control of the presentation than younger students are. Some degree of disorganization is seen in some papers at the lower score points, but all

better-than-average essays exhibit an organizational strategy. The best papers use temporal transitions ("when," "after"), logical connectives ("first," "finally") or an appropriate combination of both. Students in fifth and sixth grades also respond with a greater degree of specificity. However, a significant percentage of writers at these grade levels continue to have difficulty with a sustained specific discussion. For this reason, quite a bit of the information is general. Superior pieces, however, contain a few concrete examples and/or detailed reasons that are precise illustrations of cause and effect. A corresponding increase of syntactic subtlety, particularly in the use of complex sentences, is also seen. Such complicated structures are usually necessary to express sophistication of thought.

Standard III, Grades 7 and 8

It is at the middle school level that students develop a flexibility in writing. Still very much at home in the world of immediate experience, they are fairly secure in the realm of abstraction as well. They understand in a much more comprehensive way than younger students the relationship between complex ideas. In addition, they are capable of a passionate commitment to a position that is rare at the lower grade levels. These cognitive developments, plus continued practice in the expository mode, allow for developmental leaps in expectations at Grades 7 and 8.

More so than at earlier grades, writers begin to be able to sort out wheat from chaff. That is, they select content that is relevant to the task. The "inventory" approach so characteristic of younger composers begins to recede. Essays receiving top scores contain extended discussions of major points. Successful writers flesh out examples in greater detail and/or carry *if-then* reasoning a step or two further.

Evidence of organizational strategy extends even into the lower score points. Extremely disorganized papers are not common. Highly successful student writers are sure-handed from start to finish. In order to create a tightly woven piece, authors sometime employ a variety of temporal transitions and logical connectives.

Specificity is increasingly important as students attempt to expand the presentation. Of course, some generality is expected. However, lengthy and fluent responses without specificity are not usually seen at the higher score point ranges. In terms of syntax, simple sentences are used sparingly and effectively. As writers struggle with the intricacies of *why* and *why not*, of implication and example, the skillful coordination and subordination of ideas become crucial.

Standard IV, Grades 9 Through 12

High school students are well prepared to meet the rigors of exposition. Their conceptual powers have increased tremendously since middle school, and most have had opportunities to write in the expository mode. Many of the earlier obstacles to effective expression have been removed. Therefore, students at these grade levels do not generally produce chunks of extraneous material or retreat from the task by giving a list of reasons with only a few supporting details. Writers typically generate a significant amount of expository text.

For example, even a paper in the middle score-point range contains some development. That is, it offers a sustained discussion of at least one key point. Presenting layers of illustration and relentless logic, the most competent authors state their case in a definitive, adult-like fashion.

Writers at these grade levels organize their papers tightly. Most high school students have been taught the basic structure of the five-paragraph essay. They know both how to establish a clear direction and how to employ different kinds of transitions that help the reader move from idea to idea. At the upper score points, only occasional lapses are evident. Some of the best writers employ original organizational strategies.

An increase in verbal and syntactic sophistication is common as well. Some precision is evident even at the lower score points, and the best papers exhibit a high degree of specificity. Candidates for the highest scores are adept at using varied sentence structure that is appropriate to the subtleties of cogent reasoning.

Holistic scoring is conducted by two raters who independently read students' essays, each assigning a score of one through six. Neither rater knows the score assigned to a given paper by another rater. The scores are recorded on a computer and those scores on a given paper which are more than one score point apart are identified. Each such identified paper is rated by a third person who, by design, is not aware of the scores assigned by the first two raters. Scores are again compared, and, at this point, if there are not two resulting adjacent scores, the paper is rated by another resolution reader. The final assigned raw score of 2-12 represents the sum of the two adjacent scores assigned the paper.

The holistic score scale is utilized to establish normative data (i.e., percentile ranks, stanines, and normal curve equivalent scores). It is the score with which an individual's or group's performance can be compared with a national and/or state norm. In addition, local district normative scores are provided for school districts which enroll more than 2200 students in grades K-12.

2. An *analytic scoring rubric* is also used to rate each essay. Analytic scores focus on six specific categories of writing skill: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. Raters assign a score of one through four within each category to indicate the relative strength of the student's specific writing skills. Figure 1 on pages 20-21 of this report displays the specific skill levels associated with the scores assigned within each of the analytic score categories.

FIGURE I

ANALYTIC SCORING GUIDELINES

AREA I: Ideas and Development

- 4 Extensive development of several ideas (or one, main important idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
- 3 Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
- 2 Adequately supported ideas with some details extended or elaborated.
- 1 Weak ideas minimally supported with little or no extension of details.

AREA II: Organization, Unity, and Coherence

- 4 Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from primary theme or plan.
- 3 Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
- 2 Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
- 1 Lack of plan or coherence.

AREA III: Word Choice

- 4 Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
- 3 Word choices that are appropriate and specific. May lack "sparkle," but meaning is clear.
- 2 Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
- 1 Very simplistic. Meaning may be unclear or inappropriate.

FIGURE 1

ANALYTIC SCORING GUIDELINES (continued)

AREA IV: Sentences and Paragraphs

- 4 Excellent control and formation of sentences. Variety of sentence structure, type, and length contribute to fluency and interest. Paragraphs used where appropriate. Few, if any, errors.
- 3 Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May have some attempt at paragraphing.
- 2 Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May have no attempt at paragraphing.
- 1 Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control.

AREA V: Grammar and Usage

- 4 Error free or very few errors in approximate proportion to length of paper.
- 3 Good grammar and word usage. Errors that do not detract from overall quality of the paper.
- 2 Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
- 1 Poor grammar and word usage with frequent or serious errors.

AREA VI: Mechanics

- 4 Error free or very few errors in approximate proportion to the length of the paper.
- 3 Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
- 2 Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
- 1 Frequent and/or serious errors in mechanics that interfere with communication assigned within each of the analytic score categories.

Raters who conduct the analytic scoring look for certain characteristics of good writing within each of the categories of skills listed above. The rater looks not only for correctness, but also for complexity, sophistication, and a variety of writing techniques. The following descriptions are excerpted from the *Manual for Interpreting* (The Psychological Corporation, 1993) which will be used as Oklahoma's posttest inservice manual:

- **Area I: Ideas and Development**

In this category, readers pay close attention to the amount of quality information that the student presents. Has the writer added layers of detail that enrich the discussion of key points to the essay? Is there a minimum of bare assertion (statements that receive very little, if any, clarification)? Are the ideas interesting, original, and tailored to the audience, whether generalized or specific?

- **Area II: Organization, Unity, and Coherence**

Raters scoring papers in this category look for evidence of an overall organizational pattern. Is the student in control of the presentation from start to finish? Are transitions used effectively to connect ideas both within and between paragraphs? Does the writer stay on course by avoiding redundancy and out-of-order material?

- **Area III: Word Choice**

Within the category of Word Choice, raters look for the kind of specific and vivid vocabulary that makes writing come alive. Is there a sustained attempt on the students' part to use active verbs and precise modifiers that go beyond bland generalities like "get," "nice," and "fun"? Does he or she offer on occasion a figure of speech (such as a metaphor or simile) that adds a poetic touch to the description?

- **Area IV: Sentences and Paragraphs**

As readers score responses in this category, they look for complex sentence structures that enhance meaning. Are sentences structurally complete, smoothly written, and clear? Do sentences vary in length and complexity? Is a variety of sentence patterns used?

- **Area V: Grammar and Usage**

In this category, readers look for the correct application of grammatical principles. Does the writer use correct subject-verb agreement and logical pronoun reference? Does he or she continue to use the tense established in the beginning of the essay? Is every variance from the

tense appropriate? Does the student show an adequate knowledge of typical problems (such as the use of "them" instead of "those")?

- **Area VI: Mechanics**

When evaluating student writing in this category, readers look for consistently correct capitalization, punctuation, and spelling. Is a variety of capitalization and punctuation skills used correctly? Is the student occasionally successful in using such risk-taking techniques as ellipses and dashes to show complexity of thought? Does correct spelling enable raters to move smoothly from sentence to sentence?

Analytic score results are provided for parents and teachers on the score report. Such information is useful in providing appropriate instruction for specific writing skill improvement, and assists teachers in fulfilling the intent of Oklahoma law.

Holistic and *analytic* scoring are conducted for different purposes--the former, to provide an overall rating of the paper, and the latter, to provide a view of the strengths and weaknesses of a student's specific writing skills. While the two methods produce different views of writing skill, there is a relationship shared by the two methods. This relationship is discussed in Section IV of this report.

D. The Match with Oklahoma's Suggested Learner Outcomes (1983 ed.)

As stated previously, one of the major criteria used in selecting an instrument for the Writing Assessment Component of the OSTP is the manner in which the test measure Oklahoma's Suggested Learner Outcomes (SLOs) for composition. Figures 2 and 3 (pages 25-26) illustrate the match of SLOs in grades 7 and 10, respectively. Information contained in Figures 2 and 3 is explained as follows:

- Each Suggested Learner Outcome is given in its full text as worded in the SLO Guide. Codes in the extreme left column match the coding of each outcome within the SLO Guide.
- Listed in the column labeled "HOLISTIC" are indications of whether or not each SLO is measured by the holistic grading procedure. "Yes" indicates that the SLO was measured; "NA" indicates that the SLO could not be measured by this method.
- Listed in the column labeled "ANALYTIC" are indications of whether or not each SLO is measured by the analytic scoring procedure. "Yes" indicates that the SLO was measured by this method; "NA" indicates that measurement of a given SLO was not applicable.

- Provided in the extreme right column of Figures 2 and 3 is an explanation regarding the manner in which measurement of a given SLO is addressed by each of the rating methods.

FIGURE 2

CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES
FOR COMPOSITION AT GRADE SEVEN WITH THE STANFORD WRITING ASSESSMENT

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C007.4	The student will use expression in dialogue, poetry, tall tales, science fiction, fables, myths, essays, reports, letters, short stories, songs, or ballads.	Yes	Yes	The <i>Stanford</i> prompts elicit either narrative, descriptive, expository, or persuasive writing. The prompt used in 1993 in Oklahoma was expository. The holistic scoring method takes into account all factors relevant to good writing. The analytic raters consider all facets of the six skill areas listed on page 16 of this report.
C007.5	The student will develop a paragraph using a pre-writing, writing, revising, and editing process.	Yes	Yes	The <i>Stanford</i> is an assessment of timed process writing. Test directions given orally by the test administrator guide students through five minutes of pre-writing, planning, and/or outlining; 20 minutes of essay development (i.e., actual writing); and 10 minutes of revising and editing.
C007.6	The student will paraphrase information from written and oral materials.	Yes	Yes	Students responding to the <i>Stanford Writing Assessment</i> interpret an exclusively verbal prompt, developing their essays according to the directive provided. The holistic raters consider all aspects of the student's written interpretation of the prompt and the analytic raters look more closely at the student's ability to put the message into his or her own words when rating Sentence Formation, Word Usage, and Content Development.
C007.7	The student will take notes from written, oral, and other forms of media.	NA	NA	The <i>Stanford</i> applies note-taking skills during the <i>prewriting phase</i> of the test. During this five-minute period, students engage in pre-writing activities which include noting initial ideas, organizing those ideas, and outlining. While the "notes" are not scorable, the effects of using this skill for organizing the discourse are.

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Figure 3
CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES
FOR COMPOSITION AT GRADE TEN WITH THE STANFORD WRITING ASSESSMENT

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C010.1	The student will recognize the characteristics of all four types of essays: narrative, descriptive, expository, and argumentative.	Yes	Yes	The student responds to a unimodal prompt which is scored as mode-specific; he or she is therefore practicing direct application of this skill as the essay is being planned, written, and revised.
C010.2	The student will then write informal essays.	Yes	Yes	The <i>Stanford Writing Assessment</i> is a direct method of writing assessment which tests the student's ability to write informal essays.
C010.3	The student will expand paragraph writing skill to include various organizational skills: spatial, cause and effect, classification, and induction.	Yes	Yes	One universal quality of good writing is logical organization, whether it be spatial, cause and effect, classification, deduction, induction, or any other organizational method. When an essay is holistically scored, the raters are trained to consider logical development, as well as other factors of good writing, when assigning a score. In addition, development--the student's ability to logically organize his or her essay or paragraph--is one of the specific features that receives a separate analytic score.
C010.4	The student will use parallel structures and transitional devices (i.e., words, sentences, phrases) in written work.	Yes	Yes	Other qualities considered essential to good writing are effective sentence structure (parallel structure, subject-verb agreement, variety of sentence formation and length, etc.) and proper word choice (appropriate vocabulary, use of transitional words and phrases, etc.). Since these are features that help to make a paragraph or essay effective on the whole, they are considered by the raters during holistic scoring and analyzed separately and more closely during the analytic scoring of Sentence Formation and Word Usage.
C010.5	The student will write a short report documented with a bibliography which requires use of three sources found in the library.	NA	NA	
C010.6	The student will revise and edit paragraphs, essays, and other written materials specifically eliminating errors in grammar, punctuation, spelling, semantics, and syntax.	Yes	Yes	Editing and revising are directed activities in the <i>Stanford Assessment</i> . Evidence of the choices made by the writer in his attempt to eliminate errors in grammar, punctuation, spelling, semantics, and syntax can be seen by the raters who score the <i>Stanford Writing Assessment</i> . The holistic scoring procedure holds the writer accountable (within reason) for making these changes to eliminate errors. In addition, the analytic features of Mechanics, Word Usage, and Sentence Formation allow for a more careful analysis and rating of each.
C010.7	The student will write effective responses to essay test questions (i.e., restate the question, mention author and title of work, and use concrete details).	Yes	Yes	<i>Restatement of the question</i> is closely related to the student's providing an introductory sentence or paragraph that states the central idea. <i>Use of concrete details</i> is a requirement of the descriptive mode assessed by the test.
C010.8	The student will write a composition using an introductory paragraph.	Yes	Yes	Effective paragraph and essay writing using any of the rhetorical modes requires the writer to include a logical beginning, middle, and end. For this reason, use of an introductory paragraph is a universal feature of good writing that is automatically considered by the holistic scorers reading each essay. Further, this characteristic is more closely considered by analytic scorers when they rate the Content Development feature of the essay.

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IV. Understanding and Using the Data

A. The Comparison of Holistic Scores with National Norms

Oklahoma's group scores are reported in terms of the AVERAGE score for a specific group of students (i.e., building, district, or state). The holistic scores are converted to national norms (e.g., National Percentile Ranks, Stanines, and Normal Curve Equivalents [NCE]) to provide a comparison of our students' performance levels with those of the national norm group.

The national norm group is comprised of students whose selection is based on a scientific random sampling. The goal of such sampling is to achieve grade level groups, with each group representing a cross-section of the United States regarding an appropriate balance of geographic areas, socioeconomic levels, ethnic groups, urban/rural locations, and other critical factors.

The norming (or standardization) process involves the administration of appropriate test forms to students comprising each grade level national norm group. Each group's average raw score on a given test at a particular grade level becomes the "norm" with which performance of individuals or groups of students in the same grades can be compared. (Example: the average raw score of students in the national norm group is represented by the 50th Percentile Rank, the 50th NCE, or a Stanine of 5 on a particular test. If Oklahoma's 7th grade students' average score is at the 57rd Percentile Rank on a particular test, it can be stated that the "average" 7th grade student in Oklahoma is performing at a level that is equal to or better than 57% of the students who comprised the national norm group for that test.)

The Stanford Writing Assessment Program was normed concurrently with the Stanford Achievement Test Series, Eighth Edition. Norming took place in the spring and fall of 1988. Data were collected on both forms, J and K, at each of the nine levels of the Stanford Writing Assessment Program. Equating studies linking forms and levels of the assessment were also carried out during standardization. Within a mode only, prompts may be compared with one another across grades/levels (e.g., Advanced 1, Grade 7 - TASK 2, Grade 10) and within a grade/level (e.g., Form J - Form K). The demands on the writer of the different modes are great enough that cross-mode comparisons are not recommended.

Oklahoma's seventh-grade students were administered the Advanced 1 level, Form K of the Stanford Writing Assessment; a level specifically designed for the spring of grade 7. The tenth-grade students were administered the TASK 2 level, Form K of the Stanford. Form K was used at both grade levels because this form is secure.

The Stanford Writing Assessment offers writing prompts at each level that elicit the four major types of writing: Narrative, Descriptive, Expository, and Persuasive. In 1993, Oklahoma students at Grade 7 and at Grade 10 responded to a expository writing prompt.

There are several features of the new Stanford Writing Assessment that distinguish it from the MAT-6 Writing Test used previously. Figure 4 (page 29) compares the two writing tests.

Figure 4

**A COMPARISON OF MAJOR FEATURES OF THE
MAT-6 Writing Test and the Stanford Writing Assessment**

<u>FEATURE</u>	<u>MAT-6 Writing Test</u>	<u>Stanford Writing Assessment</u>
<u>Establishment of National Norms</u>	1985	1988
<u>When Used in Oklahoma</u>	Grade 7: 1988-1991 Grade 10: 1987-1991	Grades 7 and 10: 1992 and 1993
<u>Type of Writing Prompt</u>	Combination verbal and picture	Exclusively verbal
<u>Writing Method Measured</u>	Timed impromptu	Timed, modified "process" writing, with teacher instructions guiding students through the various steps of the writing process.
<u>Time Allowed for Testing (not including distribution of papers and giving directions)</u>	20 minutes	35 minutes
<u>Writing Modes Elicited in the Tests</u>	Each prompt elicits a combination of narrative and descriptive writing.	Each prompt is mode-specific; available in narrative, descriptive, expository, and persuasive modes.
<u>Mode(s) Used in Oklahoma</u>	Narrative/Descriptive in 1987-1991	Exclusively descriptive (1992) Exclusively expository (1993)
<u>Holistic Scoring</u>	Allows for either or both modes to be used	Mode-specific (any writing not in the specified mode elicited is not considered for holistic scoring).
<u>Holistic Scoring Scale</u>	Scored 1 through 8, yielding raw scores of 2 through 16.	Scored 1 through 6, yielding raw scores of 2 through 12.
<u>Scoring Ranges (re: Holistic only)</u>	Use of one scoring standard for both 7th and 10th grades.	Use of different developmental writing stage <i>standards</i> --one for 7th grade and one for 10th grade. Provides for more accurate comparisons of writing within smaller age/grade ranges.
<u>Analytic Scoring</u>	Four skill areas; four performance levels for each skill area.	Six skill areas; four performance levels for each skill area.

There are three features of the Stanford Writing Assessment that are new for Oklahoma and have a direct impact on the holistic scores and the national norm-referenced scores earned by students:

1. The entirely verbal prompt on the Stanford is scored in a *mode-specific* way. In 1993, Oklahoma students responded to an expository prompt. Unlike the MAT-6 Writing Test that would score any mode of writing the student produced that was related to the prompt, the Stanford requires an expository writing to an expository prompt in order for the writing to be scored. This scoring requirement for mode-specific writing means that a lengthy essay which has, for example, long unrelated narrative or descriptive sections, would receive a holistic score based *only* on the expository sections of the essay. Mode-specific scoring applies in each of the four writing modes tested by the Stanford.
2. The Stanford Writing Assessment rates each essay on a holistic scale that ranges from 1 (low) to 6 (high). Two readers independently rate each essay and their scores are added together. Thus, the final score for a paper can range from 2 to 12. This contrasts with the MAT-6 Writing Test scoring in which each essay was rated on a scale from one to eight, yielding a raw score from two readers that could range from 2 to 16. The shorter Stanford scale is accurate and is more like that used across the nation. It also means that a greater range of percentile rank points are tied to each raw score point on the Stanford, than on the MAT-6.
3. On the MAT-6 Writing Test there was one set of rules for judging the holistic (overall merit) scores for seventh and tenth grade papers. On the Stanford, there are four sets of rules or scoring standards for each type of prompt; one each for primary (Grades 3-4), intermediate (Grades 5-6), junior high school (Grades 7-8), and high school (Grades 9-12). Oklahoma's seventh grade students' papers were judged using the standard appropriate for junior high school students. This means that on the Stanford, writing is judged against developmentally appropriate standards.

National norms are available only for comparing students' holistic scores, as this scoring technique was the one used in establishing norms during the standardization study. The specific criteria used to apply the analytic scoring method to Oklahoma students' papers were customized for use in Oklahoma's program. This was accomplished to satisfy Oklahoma's request for data to use in (1) identifying students' writing skill needs; and (2) planning and implementing appropriate programs to accomplish the desired writing skill improvement. Therefore, subsequent discussion of "norms" in this report have reference only to students' holistic score averages.

As explained earlier in this report, two raters independently rated Oklahoma students' papers on a holistic scale of 1-6. If the scores given by two raters were more than one point apart from each other, a third rater (a seasoned team leader called a *resolution rater*) scored the paper. Each of the original scores was then compared with the third score, and the two closest scores were added to yield the holistic raw score (provided that the two closest scores were no more than one point apart). Thus the range of possible holistic raw scores was 2-12.

Tables 1 and 2 on page 32 detail the raw scores, scaled scores and derived norm-referenced scores for each grade level tested in Oklahoma.

TABLE 1

Percentile Ranks, Stanines, Normal Curve Equivalents,
and Scaled Scores Corresponding to the Holistic Raw Scores for the
Stanford Writing Assessment Program, Level: Advanced I
Form K, for Spring of 1993, Grade 7*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
12	99	9	99.0	676
11	98	9	93.3	666
10	95	8	84.6	656
9	87	7	73.7	646
8	74	6	63.5	636
7	57	5	53.7	626
6	40	5	44.7	616
5	25	4	35.8	606
4	13	3	26.3	596
3	5	2	15.4	586
2	2	1	6.7	576

TABLE 2

Percentile Ranks, Stanines, Normal Curve Equivalents,
and Scaled Scores Corresponding to the Holistic Raw Scores for the
Stanford Writing Assessment Program, Level: Task 2
Form K, for Spring of 1993, Grade 10*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
12	98	9	93.3	682
11	93	8	81.1	671
10	83	7	70.1	660
9	69	6	60.4	650
8	53	5	51.6	640
7	36	4	42.5	630
6	23	4	34.4	621
5	14	3	27.2	612
4	6	2	17.3	603
3	2	1	6.7	593
2	1	1	1.0	582

* Administered to Oklahoma's seventh and tenth-grade students in February 1993.

Tables 1 and 2 illustrate the effect of spreading a narrow range of scores (such as the holistic Raw Score Scale of 2-12) over a larger range of scores (such as the Percentile Rank and Normal Curve Equivalent score scales of 1-99). In applying such conversions to real scores, (using the Percentile Rank scale as an example), it becomes obvious that the small difference produced by earning one additional Raw Score point can make a large difference in the Percentile Rank increase--especially in the "middle" of the raw score range. For example, look at the Percentile Rank associated with a Raw Score of 7 for Grade 7, and compare it with the Percentile Rank associated with a Raw Score of 8. At this point on the scale, a difference of one Raw Score point means a difference of 14 Percentile Rank points. Differences in individuals' or groups' norm-referenced scores that are in the middle of the scale often appear to be greater than the one or two raw score points would indicate. To avoid the harmful effects of such distorted implications, we strongly recommend that viewers of test results refrain from comparing scores of individual students, school sites, and/or school districts.

B. The Analytic Scoring Guidelines: Relationship of Analytic to Holistic Scores

As was described in Figure 1 (page 20), the Analytic Scoring Guidelines included six categories of writing skills to be considered: Ideas and Development; Organization, Unity and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. Within each of these categories of skills were evaluation criteria representing four levels of student performance, with 4 being the highest level.

Analytic scores are reported (1) at the individual student level by his or her performance of 4, 3, 2, or 1 within each of the six categories of skills; and (2) at the group level by number and percent of students performing in the 4, 3, 2, and 1 performance levels within each skill category.

The purpose of the analytic scoring technique is to provide data which will assist the classroom teacher in determining students' strengths and deficiencies in each of the categories of writing skills being measured. These data, used in combination with other evidence gathered in regard to students' specific needs, will provide a focus for planning writing skill improvement programs for individuals and groups of students.

Guidelines for appropriate interpretation and use of analytic scores are listed as follows:

- Scores for six skill categories are provided (i.e., Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics). During the analytic scoring of Oklahoma's papers, each category of skills was considered as

independent of the others. Therefore, in their use, scores for the six categories are neither to be added to obtain a total score nor averaged to determine a mean analytic score.

- The user of analytic scores is advised to refrain from comparing either the individual student's or group's actual performance levels from one skill category to another. For example, performance on Sentences and Paragraphs should be judged separately to determine (1) the student's actual performance level; (2) the deficiencies in skills indicated by that performance level (i.e., the existing need); and (3) the instructional techniques, activities, and materials necessary to accomplish skill improvement.

Failure to examine performance in each category separately could result in ignoring a child's need for additional instruction in a given skill area. This error--applied at the group instructional planning level--can result in overteaching in one skill category at the expense of instruction in another.

- Holistic and analytic scoring are designed to describe the quality of student writing achievement in very different, but complementary ways. The holistic readers make a single judgement of the *overall merit* of the essay. This overall merit judgement is based mainly on its organization and its content (development of ideas and specific word choice). Spelling, writing mechanics, and grammar can influence the holistic score if they make the student's writing difficult to understand.

The analytic reader looks for evidence of skill and writing proficiency in six *specific features* of the essay. Teachers and parents can use the analytic scores for guidance about which aspects of a student's writing are strong and which aspects can be improved through instruction. However, because the "whole [holistic] is greater than the sum of its parts [analytics]", one will not find a perfect relationship between the two scores.

Nevertheless, there is a positive correlational relationship between the six analytic features and the holistic score of students' essays. A study of this relationship by The Psychological Corporation obtained the correlations presented in Table 3 on page 35.

TABLE 3
OKLAHOMA SCHOOL TESTING PROGRAM
DIRECT WRITING ASSESSMENT

*Correlation of Holistic and Analytic Scores for the
Stanford Writing Assessment Program. Second Edition*

ANALYTIC AREA	GRADE 7	GRADE 10
I. Ideas and Development	.77	.77
II. Organization, Unity and Coherence	.71	.71
III. Word Choice	.57	.53
IV. Sentences and Paragraphs	.49	.44
V. Grammar and Usage	.41	.40
VI. Mechanics	.41	.36

These correlations show that the first three analytic features (Areas I, II, and III) are more strongly related to students' holistic scores than the final three analytic features (Areas IV, V, and VI). This pattern exists at both the seventh and tenth grade. The magnitude of the correlations is slightly higher at grade 7.

A stronger relationship of analytic areas I, II, and III to the holistic scores was expected. These three analytics deal with the content of the essay and its organization and development. The high positive correlations validate the contribution of these features to the holistic score. It is also clear that none of the first three analytic features totally explains the global holistic rating. The final three analytic features (IV, V and VI) are more weakly related to the holistic score because these features are of less importance than the first three in explaining the overall merit of the essay.

Another way of viewing the relationship between holistic and analytic scores is shown in Tables 4 and 5 (page 37). At each grade level, we have plotted the average holistic score earned by students who received an analytic score of 4, 3, 2, or 1. there is a separate graph for each analytic area. (See Figures 5 and 6 on pages 38 and 39).

analytic scores of 4 and 3 compared with those earning analytic scores of 2 and 1; and (2) a wider range of average holistic scores within analytic areas I, II, and III, compared with analytic areas IV, V and VI. Both results were expected.

In a small number of cases, score inconsistencies did occur. For example, it was possible for a student to receive a relatively high holistic score and a low analytic score in one or more areas. Conversely, it was possible for a student to receive a middle or low holistic score and a high analytic score in one or more areas.

Each student's essay is unique and must be judged on its individual merits; one must be very cautious about generalizations. Nevertheless, when inconsistencies occurred, most often one of the following conditions applied:

High holistic score/low analytic score. These papers had high overall merit (usually the paper was written in a manner that addressed the topic and consistently remained "on-topic and within the mode of writing" throughout, complete with supporting details; exhibited good organization and development; etc.), but the paper may have been lacking in one or more of the last three analytic areas (sentence variety, structure and length; grammar; capitalization, punctuation, and spelling).

Middle or low holistic score/high analytic score. A paper with these characteristics could be a simple reversal of the paper just described—poor content development and organization, but excellent use of writing mechanics, grammar, and sentence structure. Another possibility is that the paper earned a low holistic score because most of the essay was not in the correct mode ("off task"). At the same time, several analytic scores could be quite high because analytic scoring considers *everything* that is written, not just the parts written in the correct mode. In fact, analytic scores are given to papers written to a different topic ("off-topic") as well as "off-task" papers. Overall, the holistic and analytic scores of the Stanford Writing Assessment show the expected relationship to each other, and give the user important information about different qualities of student writing.

TABLE 4

Mean Holistic Raw Score for Each Analytic Score Point
in Each Analytic Area: Grade 7

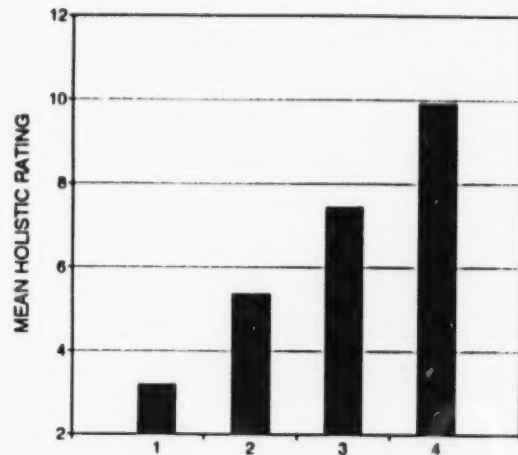
ANALYTIC AREA	ANALYTIC SCORES			
	4	3	2	1
I. Ideas and Development	9.92	7.43	5.35	3.17
II. Organization, Unity and Coherence	10.05	7.58	5.85	3.89
III. Word Choice	9.19	7.38	5.74	3.56
IV. Sentences and Paragraphs	8.85	7.35	6.04	5.10
V. Grammar and Usage	8.36	7.06	6.10	5.11
VI. Mechanics	8.42	7.19	6.19	5.27

TABLE 5

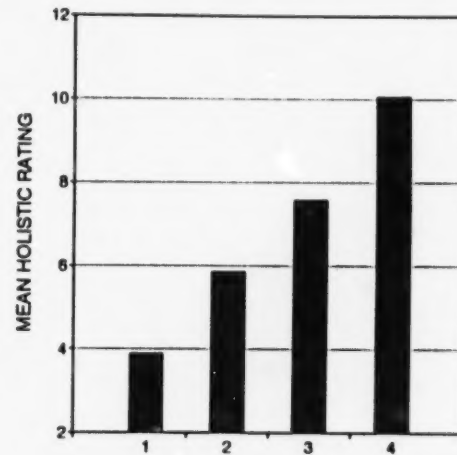
Mean Holistic Raw Score for Each Analytic Score Point
in Each Analytic Area: Grade 10

ANALYTIC AREA	ANALYTIC SCORES			
	4	3	2	1
I. Ideas and Development	10.22	8.11	6.19	3.41
II. Organization, Unity and Coherence	10.10	8.16	6.46	4.08
III. Word Choice	9.53	8.00	6.38	3.74
IV. Sentences and Paragraphs	9.08	7.99	6.90	5.63
V. Grammar and Usage	8.96	8.11	7.25	5.99
VI. Mechanics	8.90	8.01	6.93	5.84

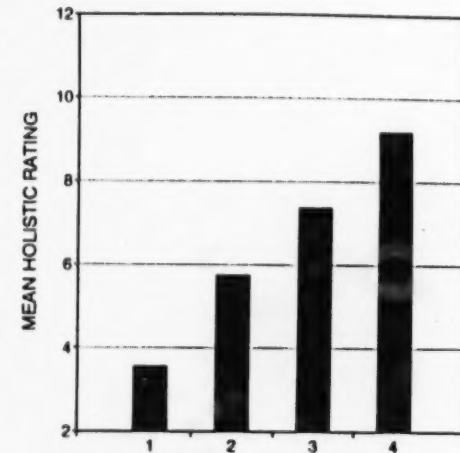
FIGURE 5
OKLAHOMA WRITING ASSESSMENT, SPRING 1993
GRADE 7 HOLISTIC SCORE MEANS BY ANALYTIC SCORE POINTS



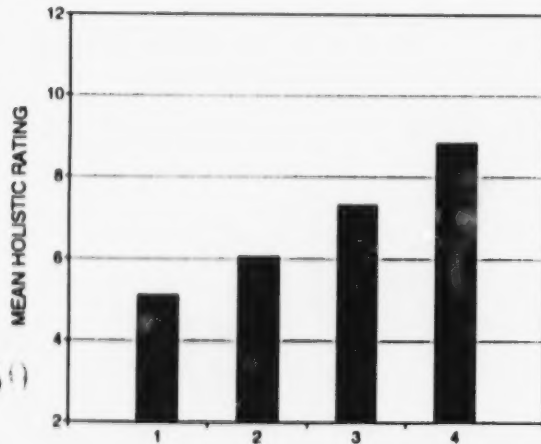
Analytic Area I



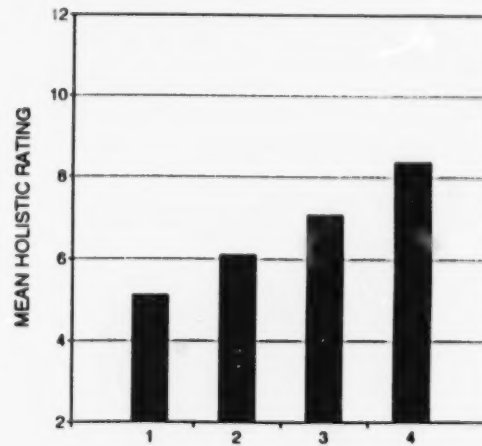
Analytic Area II



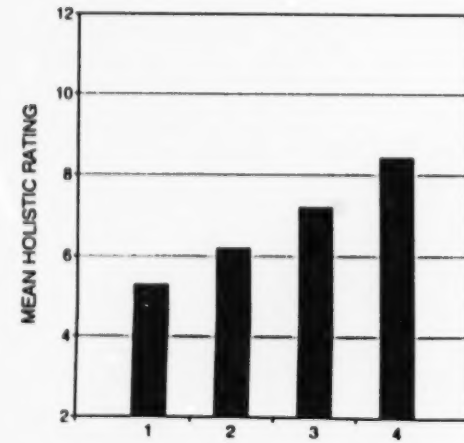
Analytic Area III



Analytic Area IV

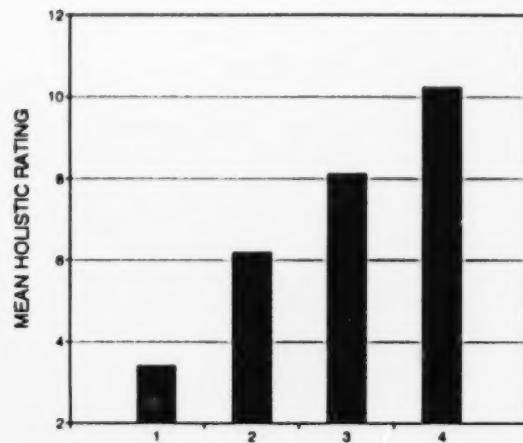


Analytic Area V

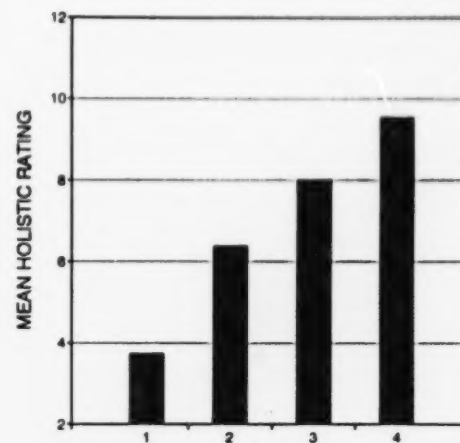


Analytic Area VI

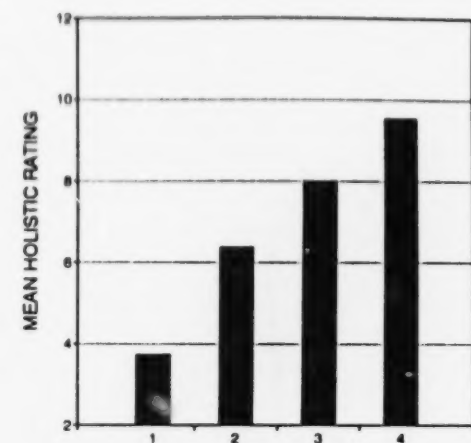
FIGURE 6
OKLAHOMA WRITING ASSESSMENT, SPRING 1993
GRADE 10 HOLISTIC SCORE MEANS BY ANALYTIC SCORE POINTS



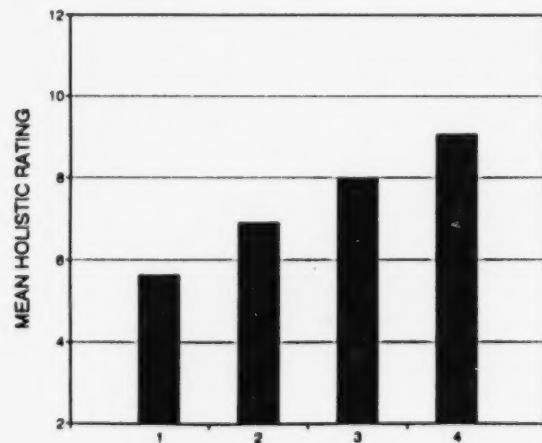
Analytic Area I



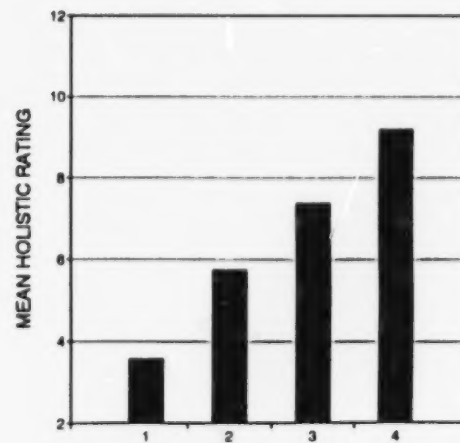
Analytic Area II



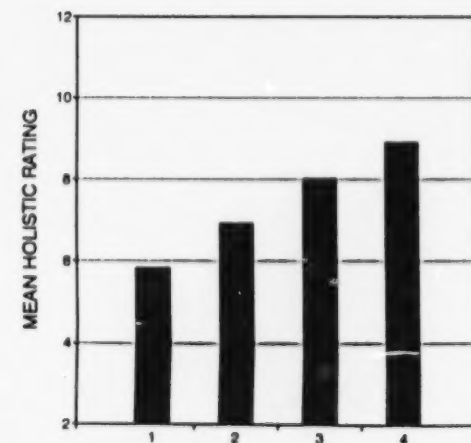
Analytic Area III



Analytic Area IV



Analytic Area V



Analytic Area VI

V. Summary of Results and Interpretation of the Data

A. Document Returns

Answer documents from all school districts which serve seventh and tenth grade students were returned for scoring. State norms were developed based on this return.

B. Number Enrolled Versus Number Tested

Not all students in Grades 7 and 10 were tested due to the following factors:

- Students who have Individualized Education Plans (IEPs) pursuant to Public Law 94-142 were eligible for exemption from OSTP participation (see page 3 of this report for a discussion of this issue). If all IEP students are exempted from participation in the OSTP, this number can constitute up to 12% of the total enrollment.
- Local school district option was offered in regard to testing students who are considered as Limited English Proficient (LEP). If all LEP students are exempted from participation in the OSTP, this number can constitute up to 2.8% of the total enrollment.
- Makeup tests were not given to students who were absent during the test administration. The average daily absence in Oklahoma schools is 5.5%.
- Student enrollment is reported on September 15th of each school year. These figures can decrease measurably for a number of reasons, especially at the high school grades. It is apparent that--beginning at 10th grade--dropouts may account for many of the school leavers.

Examples of this enrollment phenomenon are provided as follows: The Fall 1991 enrollment for Grade 10 was 40,096; the Fall 1992 enrollment for this same statewide class of students as 11th graders was 37,011--for a total loss of 3,085 students, or 7.7% of the class. The actual dropout rate reported for the 10th grade during the 1991-92 school year (i.e., the most recent data available) is 5.2%, or 2,076 students.

An illustration with less pronounced results is found in the comparison of Fall 1991 enrollment at Grade 7 (i.e., 44,792) with the Fall 1992 enrollment figures for this same class of students in 8th Grade (i.e., 44,163). The decrease in enrollment of this class is 629 students, or 1.4%. No dropout data are available specifically for 7th Grade.

We will not know how many *school leavers* are accounted for in the difference observed in Fall 1992 10th Grade enrollment and number of

students tested in the OSTP Writing Assessment until the Fall 1992 enrollment and dropout figures are in. However, a certain percent of this difference can be attributable to students who are no longer enrolled in Oklahoma schools when the tests are administered.

The differences existing in enrollment figures as compared with number of students for whom test results are given in this report are indicated as follows:

<u>Grade Level</u>	<u>Student Enrollment</u> <u>Fall, 1992*</u>	<u>Number of</u> <u>Students Tested**</u>	<u>% of Student</u> <u>Enrollment Tested</u>
7	46,537	39,661	85.2%
10	42,189	33,517	79.4%

*Source: State Department of Education Accreditation Reports--Fall 1992

**Source: Maximum number of students reported on the Master List of Test Results Summary. (See Appendices B-3 and B-4)

C. Summary of State Level Results

Copies of state level reports will be found in Appendix B (Master List of Test Results Summary: 1987-1993) and Appendices C and D (List of Averages--District Level Results). Each of these reports is printed in its entirety. The school districts with deleted scores in the List of Averages is due to the testing of less than six students. This was done to protect the privacy of those students.

On the whole, the results indicate that Oklahoma's 7th and 10th Grade students' writing skill performance levels are estimated to be above the national norm. Due to the irrelevance of comparing group level holistic and analytic scores, the summary and interpretation of these data are discussed categorically as follows:

1. Normative Data: Holistic Score Summary

The holistic score average for Oklahoma's 7th grade students who were administered the Stanford Writing Assessment was equivalent to a 57th national percentile rank. This means that the average 7th grade student in Oklahoma performed at a level which was equivalent to and/or better than 57% of the students in the national norm group.

The average holistic score for Oklahoma's 10th grade students was equivalent to the 51st national percentile rank. The average 10th grade student performed at a level that was equal to or better than 51% of the students in the national norm group. Table 6 provides a comparison of national norms with Oklahoma students' performance at Grades 7 and 10.

TABLE 6
Comparison of Oklahoma Students' Performance
with National Norms-1993

Type of Score	GRADE 7		GRADE 10	
	National Norm	Oklahoma's Performance	National Norm	Oklahoma's Performance
Scaled Score	622.00	625.5	639.00	638.8
Normal Curve Equivalent	50.00	53.9	50.00	50.7
Percentile Rank	50.00	57	50.00	51
Stanine	5.00	5	5.00	5

Each year there are a number of papers that are considered non-scorable due to four possible conditions. These conditions, along with codes assigned to each, are described as follows: (NS = non-scorable)

- NS - 1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.
- NS - 2 = Non scorable because the student's essay was off-topic (i.e., did not address the topic of the prompt) or off-task (i.e., was not written in the appropriate writing mode).
- NS - 3 = Not scorable because the student's essay was written in a foreign language.
- NS - 4 = Not scorable because the student's essay was illegible or incomprehensible.

The 1993 results indicate that in Grade 7, there was a total of 389 non-scorable papers; this sum for Grade 10 was 279. The number occurring in each of the non-scorable categories and the percent of total students tested represented by the sum of non-scorable papers received are provided as follows:

Grade Level	Non-Scorable Category Designation	Number of Papers Occurring in this Category	% of Papers Represented by Total
Grade 7	NS - 1	76	
	NS - 2	307	
	NS - 3	1	
	NS - 4	5	
			.010%
Grade 10	NS - 1	58	
	NS - 2	219	
	NS - 3	1	
	NS - 4	1	
			.008%

Table 7 illustrates the distribution of Oklahoma students' scores by providing the number and percent of students whose scores occurred in each quarter of the percentile rank scale. A comparison with national norms is offered to illustrate the difference in "average" performance and Oklahoma students' performance. (Appendix A--Percent of Scores Under the Normal Curve--illustrates the distribution of "average" group performance.)

TABLE 7
Comparison of Oklahoma Students' Performance in
Each Quartile With That Expected Based on the Normal Curve

NATIONAL NORMS		OKLAHOMA STUDENTS' PERFORMANCE			
Percentile Rank	% of Scores	Grade 7-1993		Grade 10-1993	
		# of Scores	% of Scores	# of Scores	% of Scores
99 : 76	25%	8,609	22%	6,882	21%
75 : 51	25%	13,731	35%	12,889	39%
50 : 26	25%	9,024	23%	5,532	17%
25 : 1	25%	7,908	20%	7,935	24%

An analysis of the holistic scores indicates that the overall writing performance of Oklahoma's students appears to be at levels above the average. Our school administrators and teachers are to be commended on the provision of instructional programs which produce such results.

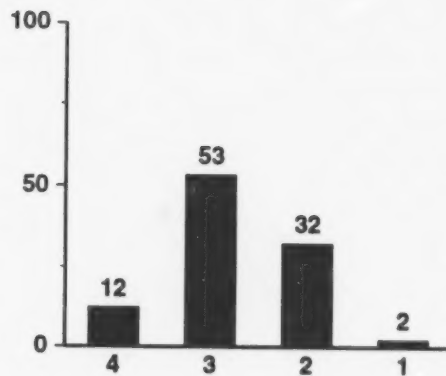
2. Analytic Score Summary

Figures 7 and 8 (pages 45 through 48) illustrate the performance levels of Oklahoma students within each of the categories of writing skills measured. Definitions of performance level criteria are provided for each skill category with corresponding percentages of students who scored in each of the respective performance levels.

It appears that the majority of students were able to demonstrate knowledge and use of basic writing skills as measured by the Stanford Writing Assessment. In all, 55%-69% of seventh grade students' compositions and 62%-77% of tenth grade students' compositions demonstrated capabilities within the two highest levels of performance among the various writing skill categories.

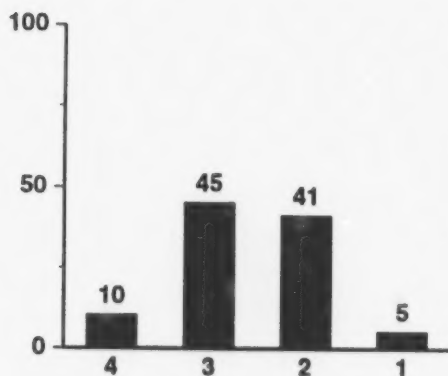
Figure 7

State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 7--1993



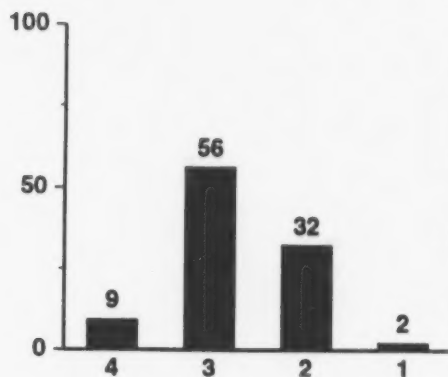
Area I: Ideas and Development

- 1 Extensive development of several ideas (or one, important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
- 2 Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
- 3 Adequately supported ideas with some details extended or elaborated.
- 4 Weak ideas minimally supported with little or no extension of details.



Area II: Organization, Unity and Coherence

- 1 Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is a strong evident with no wandering from the primary theme or plan.
- 2 Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
- 3 Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
- 4 Lack of plan or coherence.



Area III: Word Choice

- 1 Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
- 2 Word choices that are appropriate and specific. May lack "sparkle", but meaning is clear.
- 3 Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
- 4 Very simplistic. Meaning may be unclear or inappropriate.

Figure 7
(continued)
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 7--1993

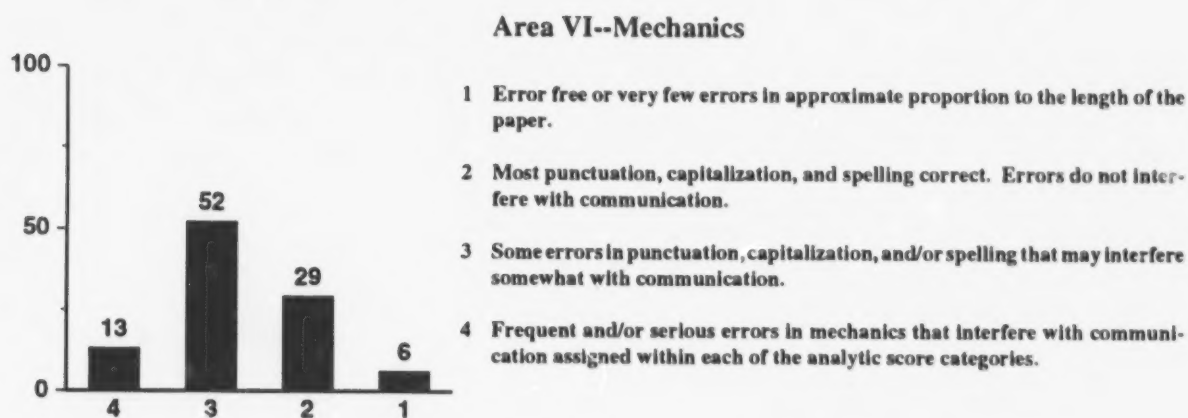
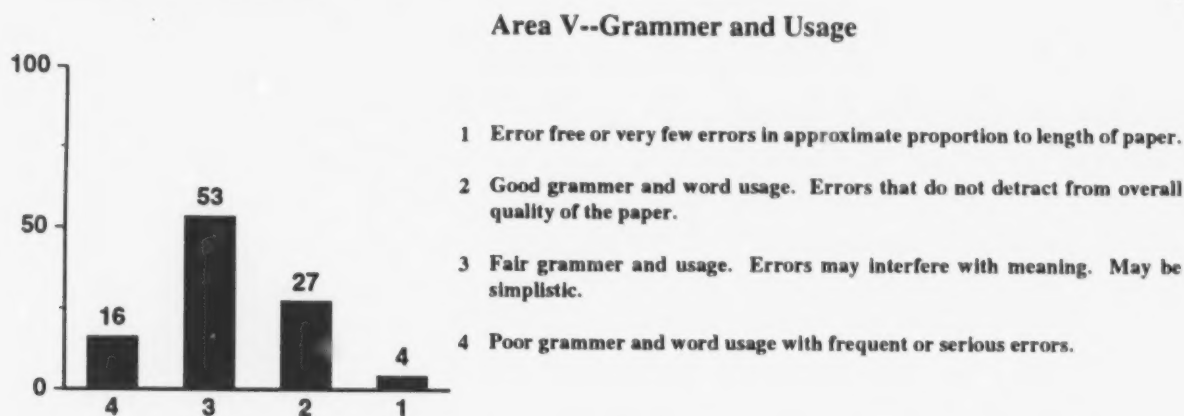
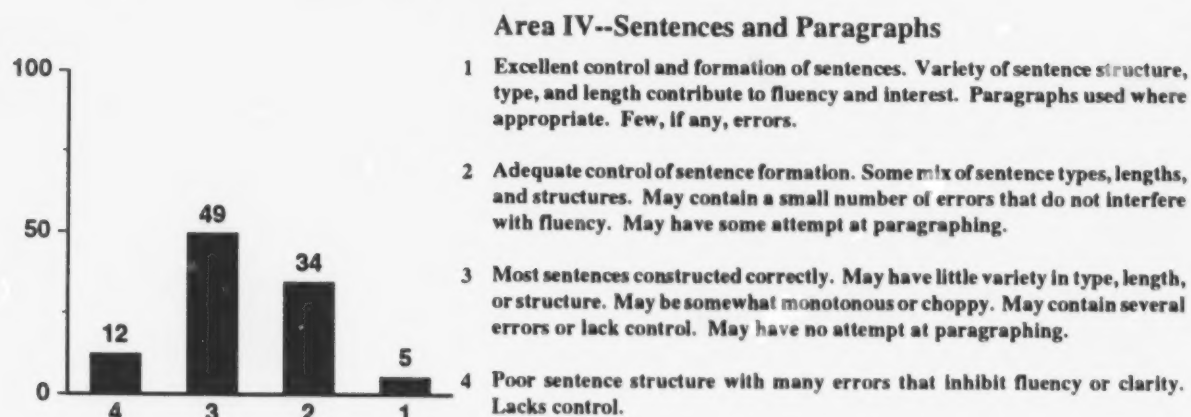
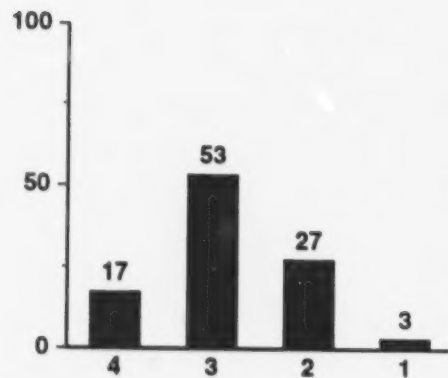


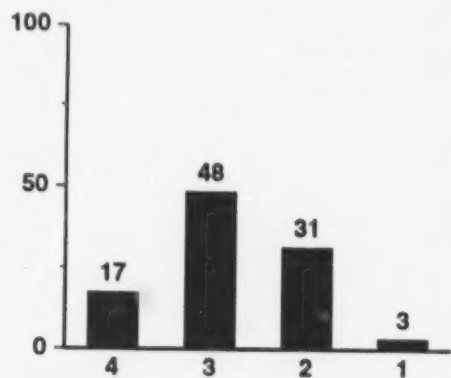
Figure 8

State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 10--1993



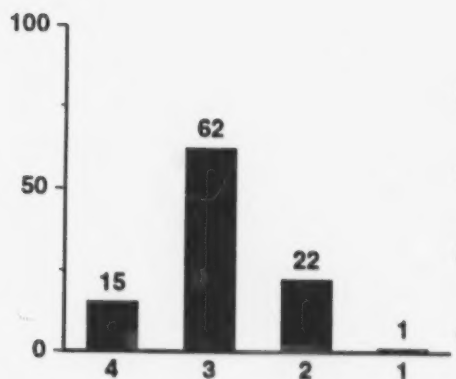
Area I: Ideas and Development

- 1 Extensive development of several ideas (or one, important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
- 2 Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
- 3 Adequately supported ideas with some details extended or elaborated.
- 4 Weak ideas minimally supported with little or no extension of details.



Area II: Organization, Unity and Coherence

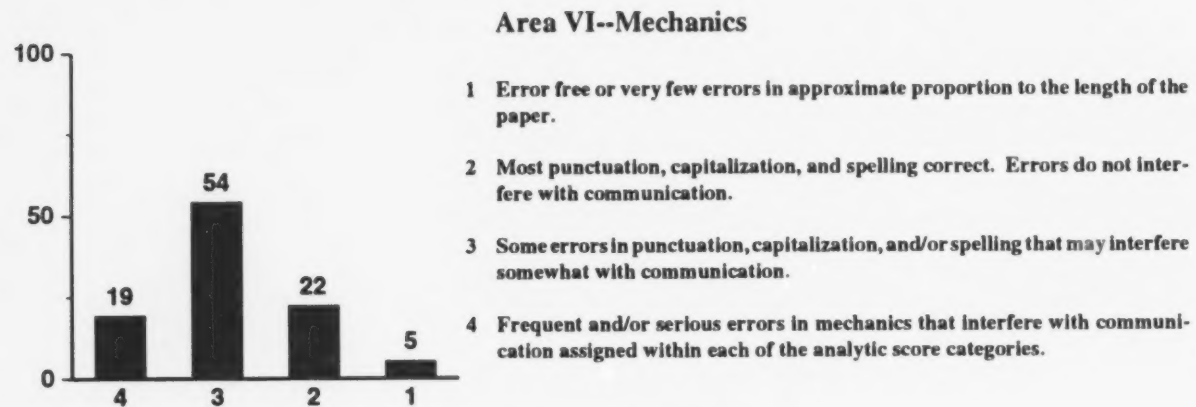
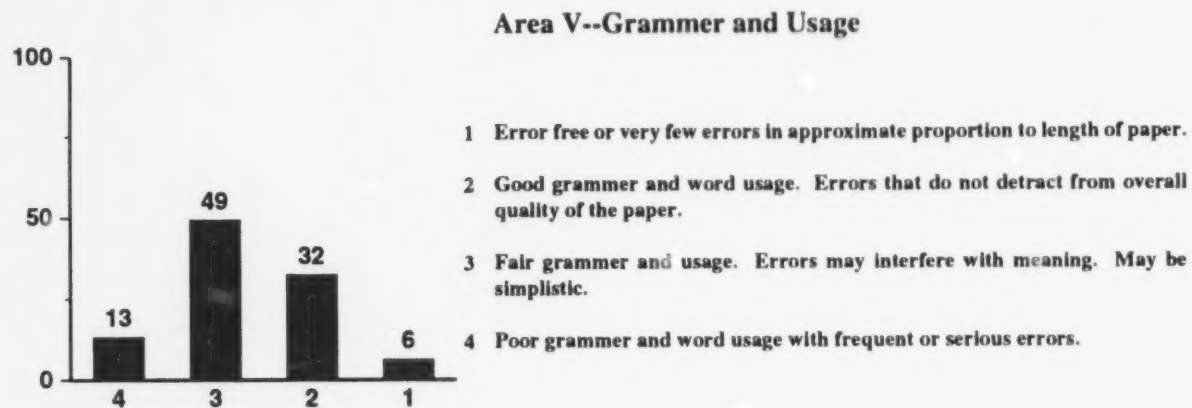
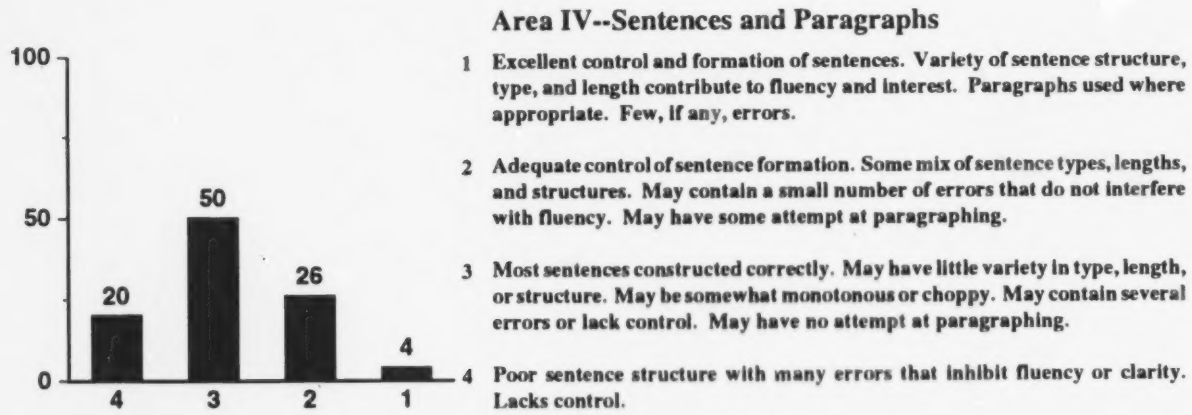
- 1 Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is a strong evident with no wandering from the primary theme or plan.
- 2 Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
- 3 Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
- 4 Lack of plan or coherence.



Area III: Word Choice

- 1 Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
- 2 Word choices that are appropriate and specific. May lack "sparkle", but meaning is clear.
- 3 Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
- 4 Very simplistic. Meaning may be unclear or inappropriate.

Figure 8
(continued)
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 10--1993



The provision of analytic score data at the individual student level will indicate the writing skill area needing the greatest instructional focus and practice. Working together with the knowledge base provided by such data, parents and teachers can create opportunities for students to become more proficient writers.

At the classroom and building levels, such data can indicate areas of strength and deficiency in specific writing skill instruction based on the number and percent of students scoring at each of the performance levels within each of the skill categories. Such knowledge--put into practice--should serve to identify program needs and aid to provide a focus for fulfilling these needs.

D. Observations

It appears that, based on the results of the Stanford Writing Assessment, Oklahoma's 7th and 10th Grade students were able to organize and construct essays in the expository writing mode in a manner that compares favorably with the performance of the national norm group.

For most students, it takes many years to develop high quality writing skills. This requires quality instruction and ample practice in writing. It appears that Oklahoma's students are receiving a good measure of both.

The analytic score scale was neither designed nor normed to establish the expectation that 25% of all students would score in each of the levels (1-4) within each analytic score area. However, the four performance levels do represent varying degrees of writing expertise--from 1 (low) to 4 (high). It is therefore desirable for students to earn one of the two highest analytic scores (i.e., either a 4 or 3) in each of the six analytic score areas.

The following table displays Oklahoma students' analytic scores in terms of the combined percent of students earning the analytic scores of 4 and 3 in each of the six analytic score areas:

<u>Combined Percent of Students Earning Analytic Scores of 4 and 3</u>		
<u>Analytic Score Area</u>	<u>Grade 7</u>	<u>Grade 10</u>
I - Ideas & Development	65%	70%
II - Organization, Unity, & Coherence	55%	65%
III - Word Choice	65%	77%
IV - Sentences & Paragraphs	61%	70%
V - Grammar & Usage	69%	62%
VI - Writing Mechanics	65%	73%

Comparisons of Stanford Writing Assessment scores earned by the 1992 and 1993 Oklahoma student groups are only relevant in regard to *how each group scored relative to national norm group's average (i.e., 50th National Percentile Rank) for each prompt utilized*. In addition, the *descriptive* and *expository* prompts used for the 1992 and 1993 assessments, respectively, were not equated during the national norming. Therefore, performance of group scores from one prompt to another is not directly comparable.

A study of Oklahoma's 1993 writing assessment data indicates that the 10th grade students did not perform as well as (1) the 1993 seventh-grade group; or (2) their predecessors (who took the Stanford in 1992) when comparing their holistic score means with those of their respective national norm groups. However, the analytic score performance of the 10th grade class shows a greater comparative proficiency in *Word Choice; Sentences and Paragraphs; and Writing Mechanics*. Performance of the 1993 tenth-grade students was equivalent to that of their 1992 peers in the *Organization, Unity, and Coherence* writing skill area.

The 1993 writing assessment holistic score data indicates that the 7th grade students did not perform as well as the 1992 seventh-grade group on the Stanford. However, the analytic score performance of these groups indicates that the 1993 7th grade class has a greater comparative proficiency in *Organization, Unity, and Coherence; Word Choice, and Sentence and Paragraphs*.

These results support the recency of Stanford norms as a possible reason for the mean holistic score performance level of this year's tenth grade's being so much closer to the national average than were their predecessors' scores. The newer norms on this test indicate a higher performance average across the nation in terms of *overall writing--i.e., the ability to organize thoughts and apply specific writing skills to produce essays that, considered as a whole, represent high quality*. It appears that Oklahoma's 1993 tenth grade students are being compared with a national average that is more difficult to exceed.

As illustrated above, the 1993 tenth grade scores exhibit good performance in each of the six analytic score areas, meaning that Oklahoma students are applying each of the specific writing skills well. The level of writing skills demonstrated by this analytic score performance will enable our students to seize the opportunity for improvement in holistic scores.

VI. Directions for the Future

Oklahoma law requires that the writing assessment data be used to improve instructional programs in schools throughout the state. The State Department of Education will continue to provide a variety of services to aid with this process.

A. Posttest Inservice Training Program

A posttest inservice training program will be offered throughout the 1993-94 school year for all teachers, building and district test coordinators, and school administrators serving middle, junior high, and secondary level students. Sessions conducted on-site in each school district will include the following topics:

- Interpretation of the Test Data Reports
- Analysis of Test Results to Determine Needed Changes (methodology)
- Specific Teaching Techniques and Activities for Writing and Skill Reinforcement
- Assistance with determining needed changes and innovations in the School Improvement Plan

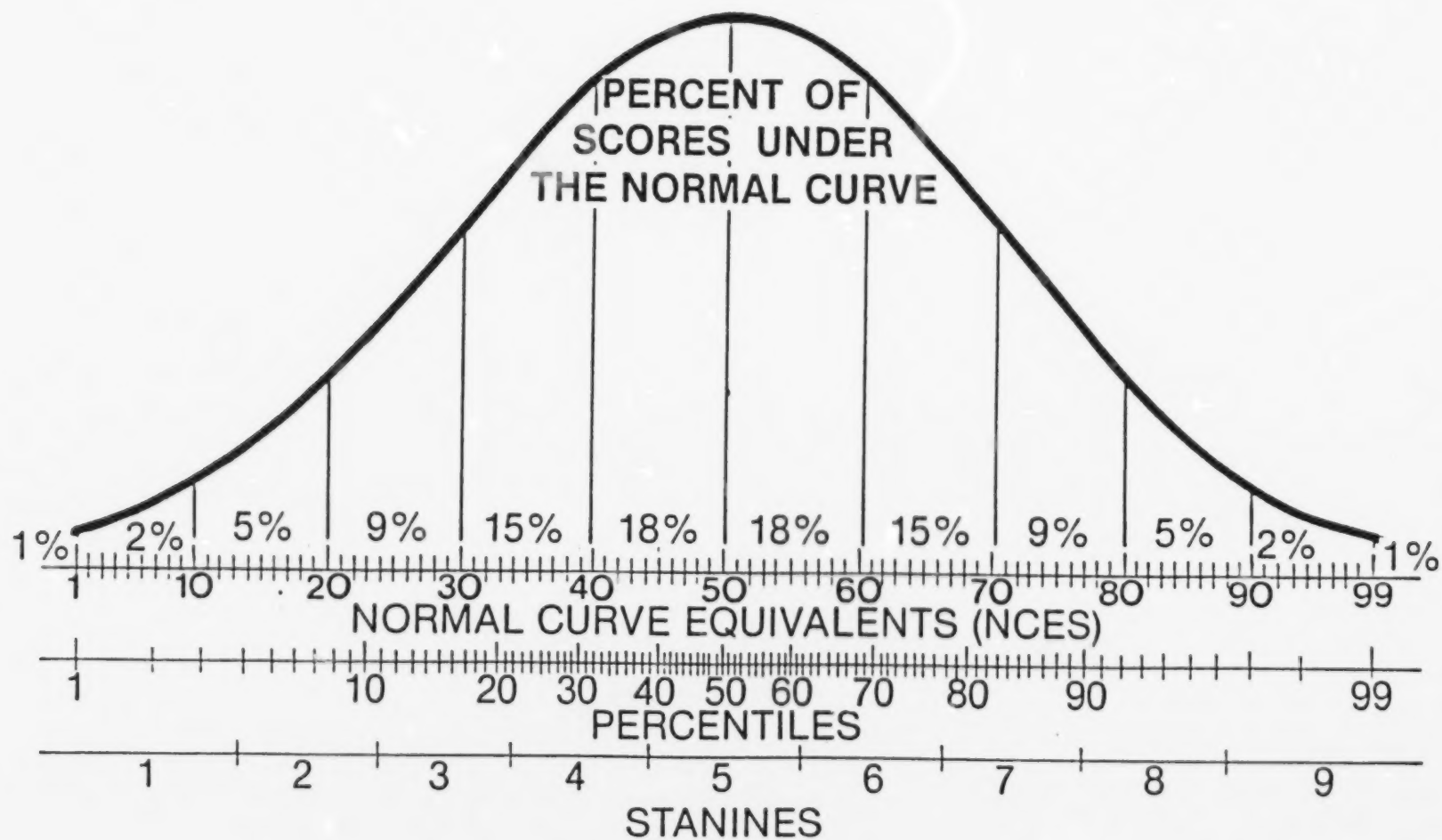
To prepare for this inservice program, The Psychological Corporation has developed materials which are customized to the specific needs of the Writing Assessment Component of the OSTP and the follow-up work which will take place at the local school level. Such publications include the *Manual for Interpreting* and additional inservice materials which are designed to aid schools in using test data at the local level. These materials will be provided for each inservice participant.

B. Follow-up Services Provided for Schools

At the request of local school administrators, the Department will provide assistance to schools based on the stated needs of each faculty. Since the implementation of the OSTP (Fall semester, 1985) the number of such requests has increased. It is anticipated that a similar interest in use of the writing assessment data will be exhibited throughout the 1993-94 school year.

APPENDIX A

Percent of Scores Under the Normal Curve



APPENDIX B

MASTER LIST OF TEST RESULTS SUMMARY: 1987-1993

- Appendix B-1 Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 7 for 1988-91
- Appendix B-2 Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 10 for 1987-1991
- Appendix B-3 Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 7 for 1992-93
- Appendix B-4 Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 10 for 1992-93

Appendix B-1

Performance of Oklahoma's Students on the MAT-6 Writing Test: Grade 7 1988-1991

<u>Holistic Score Results</u>			<u>Analytic Score Results</u> <u>Performance Levels</u>								
<u>Year</u>	<u>Percentile Rank</u>	<u>NCE</u>	<u>Score Area</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>
1988	57	53.89	I	4	14%	3	60%	2	20%	1	6%
			II	4	11%	3	68%	2	18%	1	3%
			III	4	14%	3	43%	2	41%	1	3%
			IV	4	10%	3	54%	2	29%	1	7%
1989	54	52.2	I	4	15%	3	51%	2	24%	1	9%
			II	4	13%	3	59%	2	23%	1	4%
			III	4	12%	3	55%	2	30%	1	3%
			IV	4	14%	3	45%	2	30%	1	11%
1990	57	53.6	I	4	23%	3	47%	2	20%	1	10%
			II	4	19%	3	56%	2	20%	1	5%
			III	4	21%	3	53%	2	23%	1	3%
			IV	4	17%	3	46%	2	23%	1	14%
1991	61	56.0	I	4	13%	3	51%	2	27%	1	9%
			II	4	11%	3	57%	2	27%	1	5%
			III	4	10%	3	59%	2	28%	1	3%
			IV	4	12%	3	46%	2	28%	1	7%

Analytic Scoring Guidelines

Area I--Sentence Formation

- 4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
- 3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
- 2 Some Errors in sentence formation.
- 1 Frequent and/or serious errors in sentence formation.

Area II--Word Usage

- 4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
- 3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
- 2 Appropriate, but limited vocabulary. Some errors in grammar.
- 1 Vocabulary limited and at times incorrect or unsuitable.

Area III--Content Development

- 4 Well-planned content. Clearly elaborated, well-organized, controlled ideas.
- 3 Several clear and specific details, with a few problems in either organization or development.
- 2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.
- 1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--Writing Mechanics

- 4 No errors in mechanics, or few errors with some attempt at advanced techniques
- 3 Few errors in mechanics; little risk-taking.
- 2 Many errors in mechanics.
- 1 Frequent and/or serious errors in mechanics, interfering with communication.

Appendix B-2

Performance of Oklahoma's Students on the MAT-6 Writing Test: Grade 10 1987-1991

<u>Holistic Score Results</u>				<u>Analytic Score Results</u> <u>Performance Levels</u>							
<u>Year</u>	<u>Percentile Rank</u>	<u>NCE</u>	<u>Score Area</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>	<u>S</u>	<u>%</u>
1987	74	63.2	I	4	32%	3	48%	2	13%	1	7%
			II	4	43%	3	41%	2	11%	1	5%
			III	4	17%	3	60%	2	21%	1	2%
			IV	4	23%	3	48%	2	20%	1	8%
1988	69	60.7	I	4	16%	3	60%	2	18%	1	6%
			II	4	15%	3	61%	2	20%	1	4%
			III	4	11%	3	49%	2	38%	1	2%
			IV	4	9%	3	61%	2	25%	1	6%
1989	78	66.5	I	4	14%	3	52%	2	24%	1	9%
			II	4	13%	3	60%	2	22%	1	4%
			III	4	13%	3	64%	2	21%	1	2%
			IV	4	11%	3	44%	2	32%	1	14%
1990	72	62.2	I	4	25%	3	49%	2	18%	1	8%
			II	4	18%	3	60%	2	18%	1	5%
			III	4	20%	3	60%	2	18%	1	2%
			IV	4	14%	3	48%	2	24%	1	14%
1991	78	66.1	I	4	17%	3	65%	2	14%	1	3%
			II	4	14%	3	73%	2	12%	1	1%
			III	4	10%	3	78%	2	11%	1	1%
			IV	4	17%	3	64%	2	15%	1	3%

Analytic Scoring Guidelines

Area I--Sentence Formation

- 4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
- 3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
- 2 Some Errors in sentence formation.
- 1 Frequent and/or serious errors in sentence formation.

Area II--Word Usage

- 4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
- 3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
- 2 Appropriate, but limited vocabulary. Some errors in grammar.
- 1 Vocabulary limited and at times incorrect or unsuitable.

Area III--Content Development

- 4 Well-planned content. Clearly elaborated, well-organized, controlled ideas.
- 3 Several clear and specific details, with a few problems in either organization or development.
- 2 Vague and sketchy details, ofent poorly organized. Problems with repetition of ideas and lack of unity.
- 1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--Writing Mechanics

- 4 No errors in mechanics, or few errors with some attempt at advanced techniques
- 3 Few errors in mechanics; little risk-taking.
- 2 Many errors in mechanics.
- 1 Frequent and/or serious errors in mechanics, interfering with communication.

APPRNDIX B-3

**Performance of Oklahoma's Students on the *Stanford Writing Assessment*:
Grade 7 1992 and 1993**

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

MASTER LIST OF TEST RESULTS
FOR

OKLAHOMA

GRADE: 07
LEVEL: INTERMED 3
FORM: K

NORMS: SPRING

TYPE OF WRITING:

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, % = NUMBER, PERCENT

RS = RAW SCORE

NAT'L = NATIONAL

S = STANINE

NCE = NORMAL CURVE EQUIVALENT

SS = SCALED SCORE

PR = PERCENTILE RANK

FOOTNOTES:

1 = Statistics do not include students with non-scorable essays.

NA = Analytic score is not available because the student's essay was not scorable.

NA1 = Not available because no derived scores can be reported for non-scorable essays.

NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS2 = Not scorable because the student's essay was off-topic or off-task.

NS3 = Not scorable because the student's essay was written in a foreign language.

NS4 = Not scorable because the student's essay was illegible or incomprehensible.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 07
LEVEL: ADVANCED 1
FORM: K

MASTER LIST OF TEST RESULTS
SUMMARY
FOR
OKLAHOMA

TYPE OF WRITING: DESCRIPTIVE

TOTAL NUMBER TESTED = 38372¹

NON SCORABLE TOTAL = 217

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	7.1	1.7	7.2
SCALED SCORE	624.4	18.9	620.4
NATIONAL NCE	57.0	16.5	52.9
STATE NCE	50.1	20.0	45.0
PR-S OF MEAN NAT'L NCE	63-6		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	PR-S	NCE	PR-S	NCE
12	132	0	678	99-9	99.0	99-9	99.0
11	630	2	667	98-9	93.3	99-9	99.0
10	1963	5	656	95-8	84.6	95-8	84.6
9	5020	13	645	89-8	75.8	86-7	72.8
8	9255	24	634	77-7	65.6	68-6	59.9
7	7427	19	623	60-6	55.3	46-5	47.9
6	7683	20	612	42-5	45.8	26-4	36.5
5	3148	8	601	26-4	36.5	12-3	25.3
4	2219	6	590	14-3	27.2	5-2	15.4
3	476	1	579	7-2	18.9	1-1	1.0
2	202	1	567	3-1	10.4	1-1	1.0
NS1	45	0					
NS2	170	0					
NS3	0	0					
NS4	2	0					

PERCENTILE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
76 - 99	17000	45	7745	20
51 - 75	7427	19	9255	24
26 - 50	10831	28	15110	40
0 - 25	2897	8	6045	16

STANINE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
7 - 9	17000	45	7745	20
4 - 6	18258	48	24365	64
1 - 3	2897	8	6045	16

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I		AREA II		AREA III		AREA IV		AREA V		AREA VI	
	N	%	N	%	N	%	N	%	N	%	N	%
4	5480	14	3767	10	3855	10	5677	15	9220	24	7299	19
3	19865	52	15954	42	18621	49	16917	44	19229	50	18704	49
2	11218	29	15422	40	14545	38	12851	34	8533	22	9759	25
1	1762	5	3182	8	1304	3	2680	8	1343	4	2563	7

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 07
LEVEL: INTERMED 3
FORM: K

MASTER LIST OF TEST RESULTS
SUMMARY
FOR
OKLAHOMA

TYPE OF WRITING: EXPOSITORY

TOTAL NUMBER TESTED = 39661¹

NON SCORABLE TOTAL = 389

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	6.9	2.0	6.9
SCALED SCORE	625.5	19.8	620.1
NATIONAL NCE	53.9	19.0	48.2
STATE NCE	50.2	20.2	44.6
PR-S OF MEAN NAT'L NCE	57-5		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	NATIONAL		STATE	
				PR-S	NCE	PR-S	NCE
12	310	1	676	99-9	99.0	99-9	99.0
11	1056	3	666	98-9	93.3	98-9	93.3
10	2909	7	656	95-8	84.6	93-8	81.1
9	4334	11	646	87-7	73.7	84-7	70.9
8	6250	16	636	74-6	63.5	70-6	61.0
7	7481	19	626	57-5	53.7	53-5	51.6
6	9024	23	616	40-5	44.7	32-4	40.1
5	3410	9	606	25-4	35.8	16-3	29.1
4	2937	7	596	13-3	26.3	8-2	20.4
3	982	3	586	5-2	15.4	3-1	10.4
2	579	1	576	2-1	6.7	1-1	1.0
NS1	76	0					
NS2	307	1					
NS3	1	0					
NS4	5	0					

PERCENTILE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
76 - 99	8609	22	8609	22
51 - 75	13731	35	13731	35
26 - 50	9024	23	9024	23
0 - 25	7908	20	7908	20

STANINE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
7 - 9	8609	22	8609	22
4 - 6	26165	67	22755	58
1 - 3	4498	11	7908	20

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I		AREA II		AREA III		AREA IV		AREA V		AREA VI	
	N	%	N	%	N	%	N	%	N	%	N	%
4	4694	12	3819	10	3737	9	4695	12	6509	16	5205	13
3	21099	53	17800	45	22285	56	19273	49	21042	53	20494	52
2	12814	32	16161	41	12770	32	13439	34	10525	27	11479	29
1	972	2	1799	5	787	2	2172	5	1503	4	2401	6

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APPENDIX B-4

**Performance of Oklahoma's Students on the *Stanford Writing Assessment*:
Grade 10 1992 and 1993**

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

MASTER LIST OF TEST RESULTS
FOR

OKLAHOMA

NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

TYPE OF WRITING:

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choices; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, % = NUMBER, PERCENT

RS = RAW SCORE

NAT = NATIONAL

S = STANINE

NCE = NORMAL CURVE EQUIVALENT

SS = SCALED SCORE

PR = PERCENTILE RANK

FOOTNOTES:

1 = Statistics do not include students with non-scorable essays.

NA = Analytic score is not available because the student's essay was not scorable.

NA1 = Not available because no derived scores can be reported for non-scorable essays.

NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS2 = Not scorable because the student's essay was off-topic or off-task.

NS3 = Not scorable because the student's essay was written in a foreign language.

NS4 = Not scorable because the student's essay was illegible or incomprehensible.

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COPY 1



STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM: K

MASTER LIST OF TEST RESULTS
SUMMARY
FOR
OKLAHOMA

TYPE OF WRITING: DESCRIPTIVE

TOTAL NUMBER TESTED = 32388¹

NON SCORABLE TOTAL = 223

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	7.6	1.9	7.7
SCALED SCORE	642.8	19.8	638.5
NATIONAL NCE	53.5	17.0	48.9
STATE NCE	50.0	20.3	44.7
PR-S OF MEAN NAT'L NCE	57-5		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	NATIONAL PR-S NCE	STATE PR-S NCE
12	524	2	694	99-9 99.0	99-9 99.0
11	1455	5	681	96-9 86.9	96-9 86.9
10	2652	8	669	90-8 77.0	90-8 77.0
9	4868	15	657	77-7 65.6	78-7 66.3
8	8272	26	646	61-6 55.9	58-5 54.2
7	6119	19	636	44-5 46.8	35-4 41.9
6	4408	14	626	30-4 39.0	19-3 31.5
5	2035	6	616	19-3 31.5	9-2 21.8
4	1175	4	606	10-2 23.0	4-2 13.1
3	415	1	596	5-2 15.4	1-1 1.0
2	242	1	586	2-1 6.7	1-1 1.0
NS1	67	0			
NS2	154	0			
NS3	1	0			
NS4	1	0			

PERCENTILE SUMMARY

	NATIONAL N	%	STATE N	%
76 - 99	9499	30	9499	30
51 - 75	8272	26	8272	26
26 - 50	10527	33	6119	19
0 - 25	3867	12	8275	26

STANINE SUMMARY

	NATIONAL N	%	STATE N	%
7 - 9	9499	30	9499	30
4 - 6	18799	58	14391	45
1 - 3	3867	12	8275	26

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I N %	AREA II N %	AREA III N %	AREA IV N %	AREA V N %	AREA VI N %
4	5511 17	4518 14	4248 13	6050 19	8520 26	8052 25
3	18750 58	16349 51	19905 62	15040 47	15121 47	14675 45
2	7323 23	10604 33	7586 23	9308 29	7413 23	7777 24
1	735 2	848 3	580 2	1921 6	1265 4	1815 6

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COPY 2 PAGE 1 PROCESS NO. 19215975-9200-00232-2



STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

MASTER LIST OF TEST RESULTS
SUMMARY
FOR
OKLAHOMA

TYPE OF WRITING: EXPOSITORY

TOTAL NUMBER TESTED = 33517¹

NON SCORABLE TOTAL = 279

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	7.8	2.0	7.9
SCALED SCORE	638.8	19.1	634.9
NATIONAL NCE	50.7	17.7	46.7
STATE NCE	49.9	20.5	45.0
PR-S OF MEAN NAT'L NCE	51-5		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	NATIONAL PR-S NCE	STATE PR-S NCE
12	675	2	682	98-9 93.3	99-9 99.0
11	1592	5	671	93-8 81.1	96-9 86.9
10	4615	14	660	83-7 70.1	86-7 72.8
9	5692	17	650	69-6 60.4	71-6 61.7
8	7197	22	640	53-5 51.6	51-5 50.5
7	5532	17	630	36-4 42.5	32-4 40.1
6	4344	13	621	23-4 34.4	17-3 29.9
5	1548	5	612	14-3 27.2	8-2 20.4
4	1345	4	603	6-2 17.3	4-2 13.1
3	388	1	593	2-1 6.7	2-1 6.7
2	310	1	582	1-1 1.0	1-1 1.0
NS1	58	0			
NS2	219	1			
NS3	1	0			
NS4	1	0			

PERCENTILE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
76 - 99	6882	21	6882	21
51 - 75	12889	39	12889	39
26 - 50	5532	17	5532	17
0 - 25	7935	24	7935	24

STANINE SUMMARY

	NATIONAL		STATE	
	N	%	N	%
7 - 9	6882	21	6882	21
4 - 6	22765	68	18421	55
1 - 3	3591	11	7935	24

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I		AREA II		AREA III		AREA IV		AREA V		AREA VI	
	N	%	N	%	N	%	N	%	N	%	N	%
4	5792	17	5465	17	5076	15	6563	20	4374	13	6214	19
3	17610	53	16212	48	20607	62	16845	50	16521	49	18199	54
2	9050	27	10426	31	7349	22	8649	26	10659	32	7352	22
1	1005	3	1154	3	425	1	1400	4	1903	6	1692	5

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COPY 1 PAGE 1 PROCESS NO. 19396000-OK93-00224-1



APPENDIX C

LIST OF AVERAGES--DISTRICT LEVEL RESULTS:

Grade 7 - 1993

GRADE 7

NOTE: Appendix C of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those school districts.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choices; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, %	= NUMBER, PERCENT	RS	= RAW SCORE
NAT'L	= NATIONAL	S	= STANINE
NCE	= NORMAL CURVE EQUIVALENT	SS	= SCALED SCORE
PR	= PERCENTILE RANK		

FOOTNOTES:

- 1 = Statistics do not include students with non-scorable essays.
- NA = Analytic score is not available because the student's essay was not scorable.
- NA1 = Not available because no derived scores can be reported for non-scorable essays.
- NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.
- NS2 = Not scorable because the student's essay was off-topic or off-task.
- NS3 = Not scorable because the student's essay was written in a foreign language.
- NS4 = Not scorable because the student's essay was illegible or incomprehensible.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

PAGE 1

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STATE SUMMARY	39661 ¹	6.9	625.5	57-5	53.9	50-5	50.2	2	32	53	12	5	41	45	10	2	32	56	9	5	34	49	12	4	27	53	16	6	29	52	13
ACHILLE	30 ¹	7.0	626.0	58-5	54.3	51-5	50.7	0	57	30	13	3	60	30	7	0	43	47	10	23	50	13	13	17	40	30	13	13	37	47	3
ADA	148	6.8	624.4	55-5	52.7	48-5	49.1	3	34	55	9	2	48	42	8	3	33	54	9	5	39	48	7	4	32	56	8	7	29	55	9
ADAIR	67	6.1	617.3	43-5	46.0	35-4	41.8	0	48	51	1	7	60	30	3	3	57	39	1	3	51	42	4	0	25	55	19	3	39	52	6
AFTON	18	6.3	618.8	45-5	47.4	38-4	43.3	6	56	39	0	6	61	28	6	0	67	28	6	6	72	17	6	6	28	61	6	17	17	44	22
AGRA	17	5.4	609.5	30-4	38.8	22-3	33.6	6	47	47	0	6	59	35	0	0	29	71	0	0	6	94	0	0	24	76	0	18	18	65	0
ALBION	6	5.7	612.7	35-4	41.6	28-4	37.6	17	33	50	0	17	67	17	0	0	50	17	33	50	17	33	0	17	33	33	17	50	17	33	0
ALEX	29	7.4	629.8	65-6	58.1	59-5	54.5	0	21	48	31	0	31	48	21	0	38	52	10	10	21	55	14	0	24	48	28	28	34	21	17
ALINE-CLEO	16	5.5	611.0	32-4	40.0	24-4	35.4	6	81	13	0	25	69	6	0	13	75	13	0	6	88	6	0	44	44	13	0	25	63	13	0
ALLEN	20	6.5	620.5	48-5	49.0	41-5	45.2	5	20	70	5	10	50	35	5	5	35	55	5	10	55	30	5	10	30	55	5	15	35	45	5
ALLEN-BONDEN	30	5.9	615.0	39-4	44.0	31-4	39.5	20	50	27	3	10	70	13	7	3	53	37	7	7	53	33	7	7	57	30	7	10	57	27	7
ALTUS	299 ¹	6.9	624.9	56-5	53.4	49-5	49.7	1	32	54	13	3	37	49	10	2	32	57	9	6	34	50	11	5	28	50	17	5	24	54	17
ALVA	78	7.4	629.8	65-6	58.0	59-5	54.7	0	24	44	12	1	36	54	9	0	18	73	9	3	21	67	10	0	13	76	12	1	22	63	14
AMBER-POCASSET	35	8.9	645.1	86-7	73.0	83-7	70.4	0	3	69	29	0	6	60	34	0	0	71	29	0	14	63	23	3	26	60	11	0	31	54	14
ANADARKO	121 ¹	6.9	624.6	55-5	52.8	49-5	49.4	2	35	58	6	5	40	49	7	3	48	45	4	10	43	37	10	7	27	45	21	9	26	51	13
ANTLERS	85 ¹	6.1	616.8	42-5	45.7	34-4	41.3	10	48	36	7	10	58	26	6	2	38	57	2	6	45	44	5	5	36	56	4	7	45	45	2
ARAPAH	18	7.4	629.9	65-6	58.3	59-5	54.5	0	39	50	11	0	28	44	28	0	28	67	6	6	22	56	17	0	6	67	28	0	50	33	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

80

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 2

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ARDMORE	205 ¹	6.5	620.7	49-5	49.3	41-5	45.2	2	42	49	7	9	55	32	4	2	33	56	9	6	45	43	6	7	27	52	15	5	34	52	9
ARKOMA	32	6.6	622.3	52-5	50.8	44-5	46.6	3	38	56	3	0	56	41	3	0	9	88	3	3	38	56	3	6	50	41	3	6	41	50	3
ARNETT	10	7.5	631.0	67-6	59.2	61-6	55.9	0	30	50	20	0	20	60	20	0	20	70	10	0	20	80	0	0	30	20	50	10	10	80	0
ASHER	16	7.2	627.9	62-6	56.3	55-5	52.4	0	31	63	6	0	19	75	6	0	19	56	25	0	44	31	25	0	19	31	50	0	19	19	63
ATOKA	64	6.2	618.0	44-5	46.9	36-4	42.4	2	55	38	6	6	58	28	8	0	56	36	8	9	41	42	8	5	33	48	14	9	41	44	6
AVANT	8 ¹	6.7	622.7	53-5	51.6	45-5	47.4	0	33	33	33	0	33	50	17	0	33	33	33	0	50	33	17	0	50	17	33	17	17	33	33
BALLO	17	6.6	622.5	52-5	50.9	44-5	47.0	0	29	71	0	0	71	29	0	0	65	35	0	0	18	82	0	0	59	41	0	0	76	24	0
BANNER	7	9.1	647.4	88-7	74.4	86-7	72.6	0	0	57	43	0	0	71	29	0	0	86	14	0	0	86	14	0	0	86	14	0	14	71	14
BARNSDALL	25	7.5	631.2	67-6	59.5	61-6	56.0	0	24	56	20	4	24	56	16	0	4	76	20	12	44	36	8	4	24	32	40	12	20	52	16
BARTLESVILLE	446 ¹	6.5	621.0	49-5	49.6	42-5	45.6	2	39	48	10	6	49	38	8	2	36	50	12	4	40	42	14	4	25	50	20	6	26	51	17
BATTIEST	17	7.9	635.4	74-6	63.6	69-6	60.3	0	29	41	29	0	35	65	0	0	0	88	12	0	47	47	6	0	29	41	29	0	24	76	0
BEARDEN	12	5.1	606.8	25-4	36.0	19-3	31.2	0	50	50	0	0	67	33	0	0	50	50	0	17	25	42	17	0	25	58	17	0	25	58	17
BEAVER	19	8.0	636.0	75-6	64.0	70-6	61.1	0	11	68	21	0	21	68	11	0	16	68	16	0	5	84	11	0	11	58	32	0	32	42	26
BEGGS	65	6.9	624.9	56-5	53.4	49-5	49.6	2	42	49	8	5	49	42	5	3	52	34	11	3	60	28	9	8	26	49	17	8	25	55	12
BELFONTE	10	6.7	623.0	52-5	51.2	46-5	48.1	0	40	60	0	0	40	60	0	0	20	70	10	0	40	50	10	0	40	60	0	0	40	50	10
BELL	5																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

PAGE 3

District Listing is Alphabetical.

		H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BENNINGTON	16	5.9	615.4	39-4	43.9	32-4	39.9	0	31	69	0	6	50	44	0	0	38	63	0	19	44	38	0	6	38	56	0	19	25	50	6
BERRYHILL	55 ¹	7.0	626.4	59-5	54.8	52-5	51.0	0	49	35	16	9	38	40	13	0	33	53	15	4	24	58	15	4	24	56	16	2	22	60	16
BETHANY	68 ¹	7.3	628.9	63-6	57.0	57-5	53.6	0	15	74	12	0	25	66	9	0	22	60	18	1	18	51	29	0	9	63	28	0	15	66	19
BETHEL	65	6.7	622.9	53-5	51.4	46-5	47.6	0	34	55	11	6	34	52	8	0	34	62	5	11	23	54	12	6	26	55	12	15	22	46	17
BIG PASTURE	12	8.4	640.2	80-7	68.0	77-7	65.6	0	0	58	42	0	25	42	33	0	17	58	25	0	17	33	50	0	33	50	17	0	33	42	25
BILLINGS	9	5.1	607.1	26-4	36.6	19-3	31.1	11	67	22	0	22	78	0	0	0	56	44	0	0	89	11	0	0	33	56	11	0	22	78	0
BINGER - ONEY	31	7.2	627.6	61-6	55.8	55-5	52.6	3	32	61	3	3	65	26	6	6	42	42	10	16	32	42	10	10	23	45	23	6	35	42	16
BIXBY	208 ¹	7.6	632.3	69-6	60.4	64-6	57.3	1	16	67	15	3	25	57	15	1	29	64	6	3	30	53	13	4	26	55	14	2	32	54	12
BLACKWELL	125 ¹	6.5	621.1	50-5	49.8	42-5	45.7	5	47	37	11	11	47	27	14	7	38	44	10	7	37	44	12	6	22	50	22	6	34	36	24
BLAIR	23	6.9	624.7	56-5	53.1	49-5	49.6	4	43	48	4	4	22	65	9	4	35	57	4	0	26	65	9	0	9	65	26	9	26	61	4
BLANCHARD	55	6.4	620.2	48-5	48.7	40-5	44.8	2	51	44	4	4	64	29	4	2	38	55	5	2	33	62	4	5	29	40	25	2	27	65	5
BLUEJACKET	21 ¹	4.8	604.0	22-3	33.6	15-3	28.4	5	95	0	0	14	81	5	0	5	76	19	0	24	62	14	0	0	57	43	0	14	52	33	0
BOISE CITY	31 ¹	6.9	625.3	57-5	53.6	50-5	49.9	0	48	52	0	0	58	42	0	0	71	29	0	0	58	42	0	6	42	45	6	6	52	39	3
BOKOSHE	12	8.1	636.8	76-6	64.7	71-6	61.9	0	0	67	33	0	8	67	25	0	8	92	0	0	42	42	17	0	42	42	17	0	33	33	33
BOLEY	12	6.6	621.8	50-5	50.1	44-5	46.9	0	50	50	0	33	58	8	0	8	58	33	0	17	67	17	0	42	33	25	0	50	25	25	0
BOONE-APACHE	52 ¹	5.5	610.9	32-4	39.9	24-4	35.3	0	37	60	4	6	42	48	4	0	48	46	6	6	44	50	0	2	31	65	2	6	37	54	4

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

PAGE 4

District Listing is Alphabetical.

		H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S 																							
--	--	---------------------------------	--	--	--	--	--	-------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 5

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BURLINGTON	11	7.0	426.0	58-5	54.4	51-5	50.3	0	55	36	9	0	55	45	0	0	64	36	0	9	18	55	18	0	27	27	45	9	18	45	27
BURNS FLAT	24	9.0	446.4	88-7	74.2	85-7	71.5	0	8	33	58	0	17	46	38	0	13	67	21	4	25	42	29	4	25	42	29	4	29	33	33
BUTLER	10	7.4	432.0	68-6	59.9	63-6	56.8	0	30	70	0	0	50	50	0	0	20	60	20	0	30	70	0	10	20	60	10	10	20	50	20
BUTHER	17 ¹	6.8	424.1	55-5	52.4	48-5	48.8	0	18	82	0	0	47	53	0	0	0100	0	0	29	71	0	0	41	59	0	6	47	41	6	
BYARS	1																														
BYNG	116	7.8	433.8	71-6	61.7	66-6	58.7	0	34	54	12	2	43	45	10	1	34	51	14	3	25	50	22	2	24	59	16	7	30	49	14
CACHE	82 ¹	7.4	430.4	66-6	58.6	60-6	55.4	1	14	56	30	4	22	56	19	1	27	59	12	4	19	59	19	1	27	42	30	2	16	48	33
CADDO	22	10.0	455.5	94-8	82.9	93-8	81.1	0	0	41	59	0	0	45	55	0	5	82	14	5	9	55	32	0	14	27	59	0	9	27	64
CALERA	27 ¹	7.8	433.6	71-6	61.5	66-6	58.6	0	11	70	19	0	22	70	7	0	11	78	11	0	33	52	15	0	30	41	30	0	26	63	11
CALUMET	18	6.0	416.0	40-5	44.8	32-4	40.4	11	67	22	0	33	61	6	0	0	83	17	0	0	67	33	0	0	56	44	0	0	78	17	6
CALVIN	12 ¹	7.3	429.0	63-6	57.1	58-5	54.0	0	9	73	18	0	45	36	18	0	27	64	9	0	55	36	9	0	36	55	9	0	55	45	0
CAMERON	26	7.4	429.8	65-6	58.0	59-5	54.8	0	35	65	0	0	38	62	0	0	23	69	8	0	19	58	23	4	35	42	19	0	27	62	12
CANADIAN	24 ¹	8.0	435.6	74-6	63.5	69-6	60.5	0	43	43	13	0	52	35	13	0	57	35	9	0	30	61	9	0	39	48	13	0	52	43	4
CANEY	23	5.2	407.7	27-4	37.0	20-3	31.9	4	70	26	0	17	70	13	0	0	57	43	0	13	65	17	4	0	61	35	4	4	61	30	4
CANEY VALLEY	55 ¹	5.4	409.7	30-4	38.9	22-3	34.0	6	61	30	4	17	57	26	0	6	52	41	2	9	57	28	6	2	39	44	15	7	33	54	6
CANTON	34	5.6	411.9	33-4	40.9	26-4	36.1	6	50	44	0	9	53	38	0	3	47	50	0	15	38	44	3	6	38	47	9	12	38	44	6

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 6

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CANUTE	21	7.4	630.3	65-6	58.2	59-5	55.0	0	29	62	10	5	24	57	14	0	38	48	14	5	19	43	33	5	10	52	33	0	10	38	52
CARNEGIE	51	6.8	623.8	54-5	52.2	47-5	48.6	2	47	45	6	4	61	31	4	0	57	41	2	8	45	37	10	8	43	43	6	4	39	55	2
CARNEY	15	5.3	608.7	28-4	38.0	21-3	32.7	0	80	20	0	7	87	7	0	13	47	40	0	20	13	20	47	0	7	93	0	20	20	27	33
CARTER	11	4.6	602.4	20-3	32.0	13-3	26.5	9	64	27	0	9	73	18	0	0	55	45	0	18	27	36	18	9	27	64	0	9	27	64	0
CASHION	29	8.5	641.2	82-7	68.9	78-7	66.3	0	10	59	31	0	21	52	28	0	21	62	17	0	17	66	17	0	24	48	28	0	21	69	10
CATOOSA	157 ¹	6.1	617.4	43-5	46.2	35-4	41.8	1	47	47	4	8	54	33	4	3	36	53	9	3	38	51	8	3	23	60	15	4	26	58	12
CAVE SPRINGS	3																														
CEMENT	21	6.0	615.5	39-4	44.2	32-4	40.0	5	57	38	0	5	38	48	10	0	38	52	10	0	33	48	19	0	19	57	24	0	33	48	19
CENTRAL	29 ¹	8.6	642.4	83-7	70.0	79-7	67.3	0	10	69	21	0	28	45	28	0	3	83	14	3	17	52	28	0	28	52	21	0	34	45	21
CENTRAL HIGH	22	6.9	624.6	56-5	53.0	49-5	49.3	5	27	59	9	5	32	55	9	0	27	68	5	5	55	27	14	0	18	68	14	5	18	59	18
CHANDLER	93	8.2	638.0	78-7	66.0	73-6	63.1	0	6	67	27	0	13	65	23	4	16	61	18	1	24	57	18	4	22	53	22	1	23	57	19
CHATTANOOGA	17	7.0	626.0	58-5	54.1	52-5	50.8	0	24	71	6	0	53	41	6	6	41	41	12	0	41	47	12	6	18	71	6	0	12	71	18
CHECOTAH	95	7.1	627.1	60-6	55.4	53-5	51.8	4	25	51	20	6	41	44	8	4	37	49	9	5	40	43	12	4	35	42	19	8	35	44	13
CHELSEA	67 ¹	5.5	611.4	33-4	40.5	25-4	35.7	1	58	37	3	3	58	39	0	1	54	43	1	6	45	42	7	4	36	43	16	13	31	39	16
CHEROKEE	30 ¹	6.1	617.1	42-5	45.8	35-4	41.9	3	47	43	7	7	47	43	3	7	23	70	0	7	53	33	7	7	17	73	3	3	33	57	7
CHEYENNE	23	7.0	626.4	59-5	54.7	53-5	51.4	0	17	78	4	0	35	61	4	0	30	65	4	0	35	61	4	0	9	87	4	0	9	74	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMEDIATE 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 7

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CHICKASHA	218 ¹	6.1	617.3	43-5	46.1	35-4	41.8	8	45	42	4	11	50	37	2	3	49	44	5	9	44	41	5	8	40	46	6	7	34	55	4
CHISHOLM	77 ¹	6.2	617.7	43-5	46.4	36-4	42.3	3	57	37	4	5	75	18	1	1	57	41	1	4	45	49	3	3	34	53	11	5	38	57	0
CHOCTAH/NICOMA PARK	345 ¹	7.8	633.6	71-6	61.6	66-6	58.4	2	22	55	21	3	26	49	22	1	23	61	14	3	25	53	19	1	14	54	31	2	22	55	21
CHOUTEAU-MAZIE	55 ¹	7.6	631.7	68-6	59.9	63-6	56.7	2	24	55	20	2	40	42	16	2	31	60	7	5	35	55	5	0	24	67	9	5	25	64	5
CIMARRON PUBLIC SCHO	26 ¹	6.2	617.6	43-5	46.2	35-4	42.0	8	46	46	0	4	58	38	0	4	31	62	4	4	42	50	4	0	35	38	27	8	35	46	12
CLAREMORE	220 ¹	7.8	634.3	72-6	62.5	67-6	59.3	1	20	57	21	2	30	55	13	1	27	56	16	1	23	55	21	3	25	56	16	5	26	59	10
CLAYTON	20	6.4	620.0	48-5	48.7	40-5	44.6	0	35	55	10	10	55	35	0	5	50	35	10	10	50	30	10	10	15	50	25	5	10	55	30
CLEORA	14	7.4	630.3	65-6	58.3	60-6	55.2	0	36	57	7	0	57	43	0	0	36	64	0	0	29	64	7	0	36	57	7	0	36	64	0
CLEVELAND	108	7.7	632.8	70-6	60.9	64-6	57.6	4	22	50	24	6	31	54	9	3	22	70	5	8	33	52	6	4	32	55	9	11	30	47	12
CLINTON	143 ¹	7.0	626.1	59-5	54.6	52-5	50.8	4	24	55	17	4	42	39	15	2	30	59	9	6	31	52	10	5	20	59	15	6	22	64	9
COALGATE	40 ¹	6.0	615.7	40-5	44.5	32-4	40.2	8	45	43	5	10	53	33	5	5	45	38	13	8	40	40	13	5	40	40	15	18	33	38	13
COLBERT	52 ¹	5.7	612.7	35-4	41.8	27-4	37.3	6	62	27	6	10	65	21	4	12	42	40	6	12	54	31	4	0	60	35	6	12	54	29	6
COLCORD	28	5.3	609.2	29-4	38.2	22-3	33.6	0	68	32	0	18	61	21	0	4	54	39	4	21	54	25	0	7	46	46	0	11	71	18	0
COLEMAN	11	9.1	646.9	88-7	74.3	85-7	71.8	0	9	64	27	0	0	91	9	0	9	73	18	0	0	55	45	0	0	91	9	0	18	36	45
COLLINSVILLE	97 ¹	5.8	613.8	36-4	42.7	29-4	38.2	3	56	37	4	5	60	34	1	3	51	44	2	1	47	47	4	2	29	56	13	2	39	57	2
COMANCHE	74	6.4	619.6	47-5	48.4	39-4	44.0	1	57	34	8	1	61	32	5	0	53	42	5	0	43	46	11	1	36	46	16	8	46	31	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 8

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COMMERCE	52	5.3	608.9	29-4	38.2	21-3	33.0	4	67	29	0	8	56	37	0	8	46	42	4	10	54	37	0	6	48	40	6	10	33	54	4
COPAN	30 ¹	6.7	623.2	53-5	51.8	46-5	47.8	3	37	53	7	7	63	27	3	3	40	53	3	7	40	40	13	3	27	60	10	10	40	43	7
CORDELL	46	6.4	620.1	47-5	48.6	40-5	44.8	0	35	63	2	4	41	54	0	0	28	61	11	9	35	43	13	0	17	50	33	7	26	48	20
COTTONWOOD	7	5.7	613.1	35-4	42.0	28-4	37.4	0	57	14	29	0	71	29	0	0	14	86	0	0	57	43	0	0	14	86	0	29	43	29	0
COVINGTON-DOUGLAS	19	6.5	620.7	49-5	49.4	41-5	45.4	11	32	47	11	11	32	47	11	5	26	58	11	0	47	42	11	0	32	58	11	0	26	26	47
COMETA	153 ¹	6.1	617.4	43-5	46.1	35-4	41.9	3	45	50	1	4	46	46	3	1	34	61	5	5	37	54	4	2	30	58	10	1	33	59	6
COYLE	12 ¹	8.6	642.4	83-7	70.2	80-7	67.4	0	17	83	0	8	25	67	0	0	8	75	17	17	25	50	8	8	25	42	25	0	33	58	8
CRESCENT	44	7.0	625.8	58-5	54.1	51-5	50.5	2	34	52	11	11	45	39	5	0	43	43	14	11	34	43	11	5	25	48	23	7	36	50	7
CROOKED OAK	56 ¹	6.8	624.0	55-5	52.4	48-5	48.8	5	23	64	7	5	41	50	4	2	32	63	4	5	41	48	5	5	20	61	14	13	29	43	16
CROWDER	21	7.2	627.9	62-6	56.2	55-5	52.5	5	19	67	10	19	48	33	0	5	33	52	10	14	14	62	10	5	19	48	29	29	19	33	19
CRUTCHO	18	5.6	611.6	33-4	40.6	25-4	35.8	0	61	39	0	0	83	17	0	0	28	72	0	0	67	33	0	17	28	56	0	0	44	44	11
CUSHING	155 ¹	5.6	612.2	34-4	41.2	26-4	36.6	6	56	32	5	8	58	32	1	4	51	44	1	8	45	40	6	5	33	43	19	8	36	42	13
CUSTER CITY	11	4.8	604.2	22-3	33.7	15-3	28.4	0	73	27	0	0	82	18	0	0	64	36	0	0	27	64	9	0	9	64	27	0	9	73	18
CYRIL	25	7.6	632.0	68-6	60.0	63-6	57.0	0	20	60	20	0	24	60	16	0	52	40	8	0	48	32	20	8	56	24	12	4	56	20	20
DALE	43 ¹	6.9	625.3	57-5	53.6	50-5	50.0	5	19	58	19	7	28	53	12	0	26	56	19	2	44	37	16	2	19	58	21	0	33	53	14
DARLINGTON	11	7.1	626.9	59-5	54.8	54-5	51.9	0	36	45	18	18	55	18	9	0	45	55	0	18	36	45	0	9	45	36	9	18	18	64	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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PROCESS NO. 19396000-OK93-00123-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
FOR
OKLAHOMA

PAGE 9

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DAVENPORT	33	6.7	622.7	52-5	51.1	45-5	47.3	3	12	79	6	0	30	64	6	0	12	76	12	6	15	70	9	0	27	52	21	0	50	58	12
DAVIDSON	9	7.8	633.8	71-6	61.8	66-6	58.7	0	11	67	22	11	22	67	0	0	67	33	0	0	78	22	0	0	22	56	22	0	11	78	11
DAVIS	82	6.6	621.9	51-5	50.4	44-5	46.7	6	30	55	9	10	34	44	12	6	27	60	7	17	33	41	9	10	20	51	20	12	23	44	21
DEER CREEK	74	8.7	643.3	85-7	71.5	81-7	68.4	1	4	61	34	0	20	51	28	1	14	61	24	1	12	55	31	0	11	58	31	3	12	57	28
DEER CREEK-LAMONT	12	7.5	631.0	67-6	59.1	61-6	56.0	0	8	67	25	0	33	42	25	0	8	58	33	17	17	50	17	8	33	33	25	33	8	33	25
DELAWARE	16	6.8	623.5	54-5	52.0	47-5	48.5	6	38	50	6	6	31	56	6	6	25	63	6	0	31	63	6	0	13	75	13	0	38	44	19
DENISON	21	7.9	635.0	73-6	62.9	68-6	60.1	0	14	71	14	0	24	62	14	0	14	71	14	0	29	62	10	0	19	62	19	5	14	62	19
DEPEM	17 ¹	5.8	613.5	36-4	42.2	28-4	37.8	0	59	41	0	0	88	12	0	0	47	53	0	12	53	35	0	18	53	29	0	35	29	35	0
DEMAR	18 ¹	6.5	620.7	48-5	49.1	41-5	45.3	0	17	78	6	0	22	78	0	0	17	72	11	0	39	50	11	6	33	50	11	6	28	61	6
DEMEY	76	6.1	617.4	43-5	46.2	35-4	42.0	7	22	63	8	9	33	49	9	1	25	61	13	3	34	46	17	4	16	59	21	5	21	55	18
DIBBLE	41	6.0	615.5	40-5	44.4	32-4	40.0	5	37	56	2	12	54	32	2	2	41	54	2	2	39	54	5	2	49	49	0	2	61	34	2
DICKSON	67	5.0	606.3	25-4	35.6	18-3	30.7	7	66	27	0	22	51	27	0	1	43	54	1	6	46	42	6	3	24	55	18	7	30	49	13
DILL CITY	9	7.7	632.7	70-6	60.8	64-6	57.5	11	33	56	0	0	56	44	0	0	56	44	0	0	44	56	0	11	33	56	0	0	56	44	0
DOVER	18	6.1	616.6	42-5	45.5	33-4	40.9	6	56	33	6	17	56	22	6	0	56	39	6	6	56	33	6	0	6	83	11	6	44	44	6
DRUMMOND	25	7.4	630.4	66-6	58.7	60-6	55.2	0	40	52	8	0	48	48	4	0	28	68	4	0	32	60	8	0	36	52	12	0	24	72	4
DRUMRIGHT	31	6.4	619.5	47-5	48.2	39-4	43.9	3	55	32	10	0	55	39	6	3	35	45	16	3	35	42	19	3	26	42	29	10	32	35	23

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 10

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DUKE	10	8.1	637.0	76-6	64.8	72-6	62.3	0	0	80	20	0	30	50	20	0	0	80	20	0	10	60	30	10	10	40	40	10	30	50	10
DUNCAN	310	6.8	623.7	54-5	52.2	47-5	48.3	2	30	60	7	1	31	58	10	1	16	73	9	3	23	59	15	2	20	62	16	3	22	62	14
DURANT	216 ¹	7.6	632.2	69-6	60.3	63-6	56.9	1	28	50	20	6	36	42	16	1	39	48	12	7	34	41	17	3	30	45	22	8	29	47	17
DUSTIN	4																														
EAGLETON	15	6.9	625.3	56-5	53.4	50-5	50.2	0	13	80	7	0	33	67	0	0	40	53	7	0	20	47	33	7	27	40	27	0	13	33	53
EAKLY	9	7.8	633.8	71-6	61.8	66-6	58.7	0	0	100	0	0	0	100	0	0	0	100	0	0	33	67	0	0	11	89	0	0	22	78	0
EARLSBORO	14	10.1	656.7	95-8	84.4	94-8	82.1	0	7	64	29	0	0	64	36	0	7	71	21	7	21	50	21	0	21	64	14	0	14	71	14
EDMOND	1071 ¹	7.5	631.4	68-6	59.6	62-6	56.3	1	21	59	20	2	31	52	15	0	21	63	16	2	25	55	18	0	13	59	28	3	19	60	18
EL RENO	167 ¹	5.7	613.0	35-4	42.0	27-4	37.3	4	61	35	0	4	60	36	0	2	44	52	2	2	37	57	4	1	28	63	8	4	26	64	5
ELDORADO	9 ¹	6.6	622.3	52-5	50.9	44-5	46.9	0	50	50	0	0	38	63	0	0	50	50	0	25	13	38	25	0	38	50	13	25	25	38	13
ELGIN	62	7.4	630.0	65-6	58.2	59-5	54.9	0	19	71	10	0	24	61	15	2	21	71	6	0	21	60	19	0	16	55	29	0	29	47	24
ELK CITY	141 ¹	6.6	622.4	52-5	50.9	44-5	46.9	0	37	56	7	4	43	48	4	2	36	57	4	5	28	50	17	3	28	55	15	6	28	46	19
ELMORE CITY	42 ¹	6.7	623.3	53-5	51.5	46-5	47.9	0	31	64	5	0	52	40	7	2	40	45	12	7	19	60	14	0	29	43	29	2	31	64	2
EMPIRE	34	7.7	633.1	70-6	61.0	65-6	58.1	0	26	65	9	0	38	53	9	0	29	62	9	0	26	68	6	6	32	53	9	9	35	50	6
ENID	433 ¹	7.1	626.6	59-5	55.0	53-5	51.4	2	28	56	14	5	35	48	11	1	32	53	13	5	32	48	16	3	22	52	23	6	27	51	16
ERICK	17	7.7	633.1	70-6	61.2	65-6	57.9	0	6	71	24	0	18	65	18	0	6	71	24	6	18	59	18	6	35	47	12	6	35	41	18

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 11

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
EUFULA	71 ¹	6.1	616.9	42-5	45.6	34-4	41.4	1	43	53	3	4	46	46	4	1	36	57	6	3	33	56	9	4	29	59	9	3	29	64	4
FAIRLAND	25	7.5	631.2	67-6	59.4	61-6	56.0	0	36	32	32	4	32	52	12	4	20	56	20	4	20	48	28	0	24	40	36	0	28	52	20
FAIRVIEW	56 ¹	7.0	625.8	58-5	54.2	51-5	50.6	0	43	41	16	4	43	43	11	0	23	66	11	4	20	54	23	2	25	54	20	0	27	64	9
FANSHAHE	6	8.5	641.0	82-7	69.1	78-7	65.9	0	0	67	33	0	50	17	33	0	0100	0	0	0100	0	0	0	0	0	83	17	0	0	83	17
FARGO	14	8.4	639.6	79-7	67.2	76-6	64.8	0	14	64	21	0	7	71	21	0	7	86	7	0	7	79	14	0	21	64	14	0	29	71	0
FARRIS	10	8.3	639.0	79-7	67.0	75-6	64.4	10	20	30	40	10	10	60	20	20	0	50	30	20	30	20	30	10	30	40	20	20	20	20	40
FAXON	7	7.4	630.3	66-6	58.5	60-6	55.1	0	29	57	14	0	29	57	14	0	29	43	29	0	29	57	14	0	0	57	43	0	14	86	0
FELT	4																														
FLETCHER	35	5.7	612.9	35-4	41.9	27-4	37.3	0	77	20	3	29	63	9	0	14	63	20	3	0	63	37	0	17	31	37	14	14	40	31	14
FLOWER MOUND	7	6.6	621.7	50-5	50.0	43-5	46.4	0	43	57	0	0	43	57	0	0	14	71	14	0	14	86	0	0	29	71	0	0	14	86	0
FOREST GROVE	12	7.3	628.5	62-6	56.5	56-5	53.3	0	58	42	0	0	17	67	17	0	0	83	17	0	33	50	17	0	25	50	25	0	8	75	17
FORGAN	16	6.6	621.6	50-5	50.2	43-5	46.2	0	13	81	6	0	13	75	13	0	0	75	25	0	0	81	19	0	6	69	25	0	13	75	13
FORT COBB - BROXTON	32	6.9	625.4	57-5	53.9	50-5	50.0	6	44	38	13	16	41	31	13	6	31	53	9	6	28	44	22	9	31	38	22	22	22	25	31
FORT SUPPLY	11	7.5	630.5	66-6	58.7	60-6	55.4	0	36	55	9	0	27	55	18	0	18	45	36	0	9	64	27	0	27	45	27	0	55	36	9
FOX	33	7.2	628.4	62-6	56.5	56-5	53.3	0	21	73	6	3	30	64	3	0	33	61	6	6	30	58	6	3	27	42	27	3	24	48	24
FOYIL	40	6.3	618.5	44-5	47.0	37-4	43.1	10	45	40	5	13	63	20	5	3	55	35	8	10	50	33	8	5	15	63	18	8	28	43	23

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
 NORMS: SPRING

GRADE: 7
 LEVEL: INTERMED 3
 FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
 FOR
 OKLAHOMA

District Listing is Alphabetical.

PAGE 12

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FREDERICK	85	7.0	625.5	57-5	53.9	51-5	50.3	2	25	55	18	4	36	48	12	1	25	66	8	8	33	52	7	2	24	56	18	5	29	54	12
FREEDOM	13	7.1	626.8	59-5	54.8	53-5	51.8	0	69	31	0	0	85	15	0	0	38	62	0	0	8	85	8	0	31	69	0	8	15	54	23
FRIEND	16	8.4	639.8	80-7	67.4	77-7	65.2	0	19	63	19	0	6	75	19	0	6	88	6	0	6	75	19	0	19	69	13	0	31	56	13
FRINK-CHAMBERS	23	7.9	635.1	73-6	63.1	68-6	60.1	0	22	61	17	0	39	52	9	0	43	52	4	4	35	52	9	13	26	35	26	17	26	52	4
FRONTIER	27	6.4	619.7	47-5	48.3	39-4	44.3	4	30	59	7	7	52	33	7	4	22	63	11	0	33	37	30	0	15	48	37	0	19	63	19
FT GIBSON	133 ¹	6.6	622.4	52-5	50.9	45-5	47.1	2	34	57	8	6	39	44	11	1	23	68	8	8	32	47	14	2	17	59	21	6	23	52	19
FT TONSON	22	7.2	628.3	62-6	56.4	56-5	53.1	0	9	82	9	5	36	55	5	5	32	45	18	0	14	77	9	0	9	50	41	0	18	64	18
GAGE	14	6.9	624.6	56-5	53.1	48-5	48.9	0	21	71	7	0	50	50	0	0	21	64	14	0	29	64	7	0	21	79	0	7	50	43	0
GANS	22 ¹	4.2	598.0	15-3	27.7	9-2	22.2	18	82	0	0	23	77	0	0	14	68	18	0	41	50	9	0	18	55	27	0	50	32	18	0
GARBER	31 ¹	7.0	625.7	57-5	53.9	51-5	50.3	0	42	58	0	6	42	52	0	0	42	58	0	3	77	19	0	0	16	81	3	0	23	77	0
GARRETT	3																														
GEARY	28	7.3	628.9	63-6	57.0	57-5	53.5	0	14	79	7	0	18	68	14	0	18	82	0	4	29	61	7	0	25	68	7	0	25	71	4
GERONIMO	30	7.7	633.3	70-6	61.3	66-6	58.4	0	13	77	10	0	47	47	7	0	40	53	7	0	63	33	3	0	17	73	10	0	17	73	10
GLENCOE	22	7.2	627.8	61-6	55.8	56-5	52.9	0	18	77	5	5	68	23	5	0	45	50	5	0	45	45	9	0	23	55	23	0	18	59	23
GLENPOOL	121 ¹	7.7	633.5	71-6	61.5	66-6	58.5	0	23	64	12	2	33	57	7	1	21	68	10	2	31	59	7	1	27	61	11	2	37	50	11
GLOVER	10 ¹	6.6	621.6	50-5	50.2	43-5	46.2	0	60	30	10	0	40	50	10	0	40	60	0	0	50	40	10	0	30	70	0	0	30	70	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
 PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 13

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GOODLAND	8	6.8	623.5	54-5	52.0	47-5	48.2	0	25	63	13	0	38	50	13	0	50	25	25	0	38	25	38	25	13	50	13	13	25	63	0
GOODMELL	9	7.6	631.6	68-6	59.8	62-6	56.2	0	22	67	11	0	33	33	33	0	22	78	0	0	33	56	11	0	22	22	56	0	44	56	0
GORE	35	5.6	612.0	34-4	41.0	26-4	36.5	3	57	34	6	14	51	31	3	9	43	43	6	11	31	46	11	6	20	54	20	9	9	74	9
GRACEMONT	17 ¹	6.2	617.9	44-5	46.8	35-4	41.9	0	35	47	18	0	41	41	18	0	35	65	0	0	24	59	18	6	41	41	12	0	29	47	24
GRAHAM	9	5.6	611.6	33-4	40.7	25-4	35.9	11	67	22	0	11	67	22	0	0	78	22	0	0	67	33	0	0	67	33	0	0	67	33	0
GRAND VIEW (Cherokee Co.)	30	6.6	622.3	52-5	50.9	45-5	47.1	0	47	50	3	3	47	50	0	0	37	57	7	0	67	33	0	3	43	53	0	10	47	43	0
GRANDFIELD	18	7.9	635.4	74-6	63.5	69-6	60.4	0	39	44	17	0	39	50	11	0	50	39	11	0	22	67	11	0	6	89	6	0	17	72	11
GRANDVIEW (Stephens Co.)	6	6.5	621.0	49-5	49.2	42-5	45.9	0	50	50	0	0	0100	0	0	0	0100	0	0	0	50	50	0	0	50	50	0	0	50	50	0
GRANITE	19	6.5	621.3	49-5	49.6	43-5	46.0	0	37	63	0	5	42	53	0	0	32	63	5	11	32	47	11	5	21	63	11	11	37	53	0
GRANT	9	8.2	638.2	78-7	66.1	74-6	63.4	0	33	56	11	0	11	56	33	0	33	56	11	0	44	44	11	11	78	11	0	0	56	44	0
GREASY	8	4.8	603.5	21-3	33.0	14-3	27.6	0	88	13	0	0	100	0	0	0	63	38	0	0	50	50	0	0	50	50	0	0	50	50	0
GREENVILLE	8	7.9	634.8	73-6	62.6	68-6	59.8	0	0	88	13	0	0	75	25	0	0	63	38	0	13	75	13	0	13	63	25	0	25	75	0
GROVE	137	6.0	615.6	39-4	44.3	32-4	40.1	9	41	45	5	12	46	38	4	6	32	55	7	9	45	37	9	5	33	49	13	10	30	47	13
GROVE-SHANNEE	35	7.7	632.6	69-6	60.6	64-6	57.3	0	14	60	26	3	20	66	11	3	6	83	9	3	9	57	31	3	9	46	43	3	9	60	29
GUM SPRINGS	9	8.9	644.9	86-7	72.6	84-7	70.5	0	0	78	22	0	11	67	22	0	11	89	0	0	11	44	44	0	22	44	33	0	11	44	44
GUTHRIE	264 ¹	5.7	613.2	35-4	42.1	28-4	37.7	3	51	44	2	6	57	35	2	3	43	49	5	7	43	45	5	4	30	52	14	9	32	45	14

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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PROCESS NO. 19396000-OK93-00128-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 14

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GUYMON	144 ¹	6.2	618.0	44-5	46.8	36-4	42.8	3	44	47	6	5	40	51	5	3	26	58	13	3	36	47	14	2	14	65	19	3	22	51	24
GYPSY	6	6.7	622.7	52-5	51.1	45-5	47.2	0	17	47	17	0	50	50	0	0	50	50	0	0	83	17	0	0	17	83	0	0	17	83	0
HAILEYVILLE	28	8.1	637.1	76-6	64.8	72-6	62.1	0	7	82	11	0	43	46	11	0	32	64	4	0	29	46	25	0	11	57	32	0	32	39	29
HAMMON	26	8.3	639.1	79-7	66.9	75-6	64.3	0	8	54	38	0	23	46	31	0	27	54	19	0	23	46	31	0	31	31	38	4	35	23	38
HANNA	3																														
HARDESTY	3																														
HARMONY	17	8.6	641.9	82-7	69.6	79-7	66.9	0	6	47	47	0	6	71	24	0	0	94	6	0	0	88	12	0	0	71	29	0	18	53	29
HARRAH	147 ¹	8.3	638.6	79-7	66.6	74-6	63.6	1	11	59	30	3	19	59	19	1	16	63	18	7	22	51	20	5	12	56	27	9	23	50	18
HARTSHORNE	66 ¹	6.1	616.9	42-5	45.6	34-4	41.3	3	45	46	6	6	69	23	2	6	51	43	0	6	49	40	5	9	37	49	5	6	46	42	6
HASKELL	40	6.0	615.5	39-4	44.3	32-4	40.0	8	33	60	0	5	40	53	3	3	48	50	0	0	40	43	18	5	18	68	10	3	25	53	20
HAWORTH	42	6.1	617.2	42-5	45.9	34-4	41.4	0	50	45	5	0	38	62	0	0	14	83	2	0	50	48	2	0	26	57	17	2	29	64	5
HAYWOOD	14 ¹	6.2	618.3	44-5	46.9	37-4	42.9	0	43	29	29	7	50	43	0	0	43	57	0	0	43	43	14	0	50	43	7	0	14	86	0
HEALDTON	52	8.2	637.7	77-7	65.7	73-6	62.6	0	17	63	19	0	38	37	25	0	37	48	15	6	33	46	15	0	23	48	29	0	31	50	19
HEAVENER	47	6.4	619.8	47-5	48.4	40-5	44.4	6	28	55	11	4	55	32	9	4	38	53	4	4	40	40	15	2	23	55	19	9	26	64	2
HELENA-GOLTRY	14	6.5	621.0	49-5	49.7	41-5	45.4	0	21	79	0	0	21	64	14	0	29	50	21	0	21	57	21	0	7	79	14	7	21	57	14
HENNESSEY	55	6.4	620.0	48-5	48.7	40-5	44.5	2	33	56	9	5	40	51	4	0	25	62	13	0	27	62	11	0	22	64	15	2	18	64	16

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 15

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HENRYETTA	80	8.1	636.6	76-6	64.6	71-6	61.6	1	20	46	33	1	29	51	19	1	16	69	14	3	24	55	19	3	20	46	31	0	23	55	23
HILLDALE	114 ¹	6.7	622.5	52-5	51.0	45-5	47.1	0	32	67	1	0	44	51	5	0	33	63	4	0	35	60	5	1	35	57	7	4	27	61	9
HINTON	31 ¹	6.5	621.0	49-5	49.6	42-5	45.8	0	27	63	10	7	40	43	10	0	30	53	17	0	37	50	13	0	17	57	27	3	20	50	27
HITCHCOCK	5																														
HOBART	75 ¹	8.1	637.1	76-6	65.1	72-6	62.0	0	21	55	24	3	24	47	27	0	21	61	17	8	28	48	16	13	24	49	13	5	31	48	16
HODGEN	12	5.8	613.5	36-4	42.4	28-4	37.9	0	50	50	0	0	50	50	0	0	42	50	8	0	17	75	8	0	8	83	8	0	42	58	0
HOLDENVILLE	75 ¹	7.1	627.1	60-6	55.5	53-5	51.8	1	29	51	19	3	29	55	13	0	25	71	4	3	24	69	4	1	20	63	16	4	24	55	17
HOLLIS	48	6.8	624.3	55-5	52.7	48-5	48.8	0	25	58	17	4	35	52	8	0	21	50	29	6	25	44	25	2	15	56	27	2	25	52	21
HOLLY CREEK	20	5.7	612.5	34-4	41.5	27-4	36.9	0	75	25	0	0	65	35	0	0	75	25	0	10	55	35	0	5	25	50	20	20	25	40	15
HOMINY	48 ¹	6.4	620.3	48-5	48.9	41-5	45.0	0	48	48	4	4	60	33	2	0	35	60	4	2	50	40	8	6	31	50	13	6	27	56	10
HOOVER	48	7.5	630.6	66-6	58.7	60-6	55.4	0	15	79	6	0	21	73	6	0	17	69	15	0	21	63	17	0	15	69	17	0	21	58	21
HOME	17	6.6	622.5	51-5	50.7	45-5	47.2	0	59	41	0	6	47	47	0	0	24	65	12	0	41	53	6	0	18	71	12	0	0	41	59
HUGO	125	7.0	625.5	57-5	53.9	50-5	50.1	2	36	52	10	6	52	34	9	2	46	46	7	7	38	50	5	6	34	45	15	6	31	54	9
HULBERT	25	5.8	613.6	36-4	42.6	28-4	37.9	0	48	52	0	8	60	32	0	4	36	60	0	4	36	56	4	0	24	68	8	0	20	64	16
HYDRO	17	5.6	612.5	34-4	41.5	27-4	36.8	0	35	65	0	0	76	24	0	0	76	24	0	0	65	35	0	6	47	47	0	12	65	24	0
IDABEL	108 ¹	6.4	619.6	47-5	48.3	39-4	44.1	4	49	46	1	2	57	40	1	0	37	61	2	5	50	44	2	2	30	64	5	2	33	62	3

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1

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PROCESS NO. 19396000-OK93-00130-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 16

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
INDIAHOMA	11	9.1	646.9	88-7	74.7	86-7	72.4	9	27	27	36	0	45	18	36	0	18	73	9	0	27	64	9	0	18	55	27	0	18	82	0
INDIANOLA	30	7.1	627.3	60-6	55.2	54-5	52.2	0	23	70	7	0	7	80	13	0	33	53	13	0	20	63	17	0	17	60	23	3	20	57	20
INOLA	61 ¹	6.8	623.8	54-5	52.1	47-5	48.6	3	38	51	8	2	41	52	5	0	28	69	3	0	34	61	5	0	25	62	13	8	33	52	7
JAY	96 ¹	5.4	609.8	30-4	38.9	23-4	34.4	6	54	34	5	23	50	24	3	8	46	44	2	4	50	39	7	8	28	49	15	11	31	44	14
JENKS	646 ¹	7.9	634.8	73-6	62.9	68-6	59.8	1	21	53	25	2	24	49	24	1	20	59	20	2	18	57	23	2	15	56	27	2	21	55	22
JENNINGS	10	7.0	626.0	59-5	54.6	51-5	50.4	0	10	70	20	0	40	40	20	0	10	80	10	50	20	20	10	10	40	30	20	0	30	50	20
JET NASH	7	5.9	614.6	38-4	43.3	30-4	39.1	0	29	71	0	0	29	71	0	0	0	71	29	0	0	86	14	0	0	0100	0	0	43	57	
JONES	94 ¹	5.7	613.2	36-4	42.2	28-4	37.6	5	49	46	0	5	62	33	0	5	50	41	3	11	35	47	7	9	38	45	9	9	29	59	4
JOY	1																														
JUSTICE	5																														
JUSTUS	25	7.8	634.0	72-6	62.3	67-6	59.0	0	20	60	20	0	28	52	20	0	20	64	16	0	16	72	12	0	24	60	16	0	32	48	20
KANSAS	32	6.1	616.6	41-5	45.4	33-4	40.9	0	56	41	3	0	44	53	3	0	56	41	3	0	44	50	6	0	44	47	9	0	53	31	16
KELLYVILLE	91 ¹	5.8	614.4	37-4	43.2	30-4	38.8	8	40	48	4	15	47	36	1	9	36	53	2	4	35	57	3	5	20	66	9	9	25	52	14
KENWOOD	15	6.1	617.3	43-5	46.0	35-4	41.8	0	73	27	0	7	80	13	0	13	80	7	0	20	67	13	0	20	20	60	0	13	33	53	0
KEOTA	33	5.6	612.1	34-4	41.1	26-4	36.2	3	52	45	0	3	42	55	0	0	6	91	3	0	36	61	3	0	21	76	3	15	27	45	12
KETCHUM	22	7.9	634.6	73-6	62.7	67-6	59.5	0	18	77	5	0	23	73	5	5	14	59	23	0	14	64	23	0	23	59	18	0	9	64	27

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 17

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
KEYES (Cimarron Co.)	8	7.8	633.5	71-6	61.4	66-6	58.6	0	0	43	38	0	0	100	0	0	0	43	38	0	0	43	38	0	0	50	50	0	0	43	38
KEYS (Cherokee Co.)	34	8.4	639.5	80-7	67.5	75-6	64.5	0	3	74	24	0	4	53	41	0	9	91	0	9	21	62	9	3	21	59	18	3	21	74	3
KEYSTONE	36 ¹	5.1	607.2	26-4	36.6	19-3	31.4	11	58	28	3	19	53	25	3	14	39	47	0	22	33	39	6	11	44	36	8	19	36	36	8
KIEFER	28	5.1	606.7	26-4	36.1	18-3	30.8	7	64	25	4	7	61	32	0	4	75	18	4	11	36	50	4	4	36	57	4	0	18	82	0
KINGFISHER	80	5.9	614.5	38-4	43.3	30-4	38.9	3	43	53	3	4	56	38	3	3	48	48	3	5	39	55	1	4	23	70	4	5	25	63	8
KINGSTON	48	6.6	622.5	52-5	50.9	44-5	47.0	0	29	65	6	0	58	35	6	0	46	48	6	2	29	48	21	2	15	52	31	2	15	52	31
KINTA	10	5.3	609.0	29-4	38.3	22-3	33.4	0	70	30	0	10	60	30	0	0	20	80	0	10	40	30	0	10	20	60	10	0	20	80	0
KIOMA	26	6.3	619.5	46-5	48.0	39-4	44.0	0	54	46	0	4	50	46	0	0	23	65	12	4	50	46	0	4	42	50	4	19	27	54	0
KONAMA	58 ¹	6.2	618.5	45-5	47.1	37-4	43.1	7	38	48	7	3	47	40	10	0	28	64	9	5	48	40	7	0	31	55	14	7	29	55	9
KREBS	38	6.9	625.2	57-5	53.7	49-5	49.7	0	29	58	13	3	42	45	11	0	18	79	3	8	24	53	16	3	29	42	26	5	29	50	16
KREHLIN-HILLSDALE	21	5.9	615.0	39-4	43.9	31-4	39.4	5	38	52	5	10	57	29	5	5	48	29	19	0	48	52	0	0	10	71	19	0	14	57	29
LANE	9	6.2	618.2	44-5	46.7	37-4	42.8	0	33	67	0	0	56	44	0	0	67	33	0	0	33	67	0	0	11	89	0	11	0	89	0
LANGSTON	9	8.1	637.1	76-6	64.9	72-6	62.0	0	22	78	0	0	67	33	0	0	33	67	0	0	33	67	0	0	67	33	0	0	56	44	0
LATTA	38	7.0	626.0	59-5	54.5	52-5	50.8	0	61	32	8	3	42	50	5	0	45	55	0	8	47	42	3	0	21	71	8	0	45	55	0
LAVERNE	37	6.1	616.8	42-5	45.7	34-4	41.3	3	54	41	3	8	54	35	3	5	22	70	3	3	35	59	3	0	24	70	5	8	41	51	0
LANTON	1215 ¹	6.5	621.4	50-5	49.9	43-5	46.0	4	43	48	6	6	53	37	3	3	38	53	6	8	41	43	7	6	36	50	9	7	34	52	7

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
 NORMS: SPRING
 GRADE: 7
 LEVEL: INTERMED 3
 FORM: K
 WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
 OKLAHOMA

District Listing is Alphabetical.

PAGE 18

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-5	MEAN NAT'L NCE	STATE PR-5	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LE FLORE	21	6.3	618.9	45-5	47.5	38-4	43.5	0	29	52	19	0	48	38	14	0	29	62	10	0	38	57	5	0	29	48	24	0	24	48	29
LEACH	11	6.8	624.2	54-5	52.2	48-5	49.1	0	73	27	0	0	27	73	0	0	27	64	9	0	36	45	18	0	9	82	9	0	36	64	0
LEEDEY	12	6.3	618.5	45-5	47.1	37-4	42.8	0	50	50	0	0	42	58	0	0	42	50	8	0	33	58	8	0	42	50	8	0	50	42	8
LEON	5																														
LEONARD	8	7.0	626.0	57-5	53.9	52-5	51.1	0	13	75	13	0	0	100	0	0	13	63	25	0	50	38	13	13	13	50	25	0	13	88	0
LEXINGTON	69	6.9	624.8	56-5	53.1	49-5	49.6	1	28	58	13	4	36	49	10	4	38	51	7	3	23	64	10	0	14	72	13	6	20	68	6
LIBERTY-MORRIS	8	6.8	623.5	53-5	51.7	47-5	48.2	0	25	75	0	0	25	75	0	0	13	88	0	0	25	75	0	0	13	88	0	0	38	63	0
LIBERTY-MOUNDS	35	6.6	621.7	50-5	50.2	43-5	46.5	9	40	43	9	14	46	34	6	3	49	46	3	9	43	43	6	3	34	46	17	6	43	43	9
LIBERTY-MULDROW	20	7.8	634.0	72-6	62.2	66-6	58.8	5	20	55	20	5	15	65	15	0	15	65	20	5	60	30	5	15	40	40	5	25	35	40	0
LINDSAY	75 ¹	5.8	614.0	37-4	42.9	29-4	38.3	0	47	52	1	0	57	41	1	0	28	71	1	0	37	52	11	0	24	63	13	0	28	65	7
LITTLE AXE	82	7.7	632.8	70-6	60.8	64-6	57.7	2	17	56	24	4	38	44	15	1	27	54	18	9	29	55	7	4	24	59	13	6	24	59	11
LOCUST GROVE	84 ¹	6.7	622.5	52-5	51.1	45-5	47.2	2	27	61	10	4	40	48	9	1	16	51	32	2	32	51	15	2	27	57	13	4	30	54	12
LONEGA	12	7.2	627.7	61-6	55.9	55-5	52.4	0	17	75	8	0	25	67	8	0	0	67	33	8	42	50	0	0	0	75	25	0	25	58	17
LONE GROVE	93	7.7	632.9	70-6	60.9	64-6	57.6	1	17	66	16	2	27	53	18	2	13	81	4	12	28	51	10	4	29	57	10	8	26	55	12
LONE STAR	67	6.8	624.4	55-5	52.7	48-5	49.1	0	22	66	12	4	40	46	9	1	25	69	4	7	40	45	7	4	19	66	10	9	18	57	16
LONE WOLF	11	6.6	622.4	52-5	50.9	44-5	46.9	0	18	73	9	0	9	73	18	0	9	91	0	0	18	73	9	0	9	64	27	0	9	64	27

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
 PR-5 IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 19

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LOOKABA SICKLES	19	7.7	633.4	70-6	61.1	65-6	58.2	0	37	42	21	0	42	32	26	5	32	42	21	11	37	32	21	11	26	37	26	21	26	53	0
LOST CITY	11	6.6	622.4	51-5	50.6	44-5	47.0	0	0	100	0	0	27	73	0	0	9	82	9	0	0	91	9	0	9	36	55	0	9	45	45
LOHREY	16	4.7	602.9	20-3	32.3	14-3	27.2	6	81	13	0	19	63	19	0	0	31	63	6	0	56	38	6	6	19	44	31	13	19	56	13
LUKFATA	28	8.3	639.2	79-7	66.9	75-6	64.4	0	21	54	25	0	25	46	29	0	4	82	14	0	18	75	7	0	7	86	7	0	14	54	32
LUTHER	45	6.3	619.1	46-5	47.7	38-4	43.5	2	49	49	0	2	38	40	0	2	67	29	2	7	62	29	2	9	56	33	2	9	49	40	2
MACOMB	15	8.0	636.0	75-6	64.1	70-6	60.8	0	13	27	60	0	20	53	27	0	7	47	47	0	20	67	13	0	20	67	13	0	33	53	13
MADILL	66	7.4	630.2	66-6	58.5	60-6	55.2	0	29	52	20	2	38	47	14	0	33	62	5	3	47	42	8	2	27	58	14	0	32	55	14
MANGUM	56 ¹	7.5	631.5	67-6	59.5	62-6	56.3	2	15	73	11	2	25	64	9	0	29	64	7	5	20	56	18	2	20	69	9	15	27	47	11
MANITOU	6	8.2	637.7	77-7	65.5	72-6	62.5	0	33	33	33	0	33	67	0	0	17	67	17	0	0	100	0	0	17	83	0	17	0	83	0
MANNFORD	68	6.8	624.2	55-5	52.5	48-5	48.9	0	37	60	3	0	46	49	6	0	38	62	0	0	32	54	13	0	22	68	10	1	28	63	7
MANNVILLE	12	8.7	642.7	83-7	70.3	80-7	67.5	0	8	75	17	0	8	75	17	0	8	83	8	0	8	75	17	0	8	75	17	0	17	50	33
MAPLE	7	6.1	617.4	42-5	45.9	35-4	41.9	0	43	57	0	0	57	29	14	0	43	57	0	14	14	57	14	0	29	43	29	0	29	57	14
MARBLE CITY	5																														
MARIETTA	56 ¹	7.9	635.4	74-6	63.6	69-6	60.5	2	5	56	36	2	18	47	33	2	7	67	24	4	20	40	36	2	18	42	38	2	20	40	38
MARLOW	97 ¹	7.1	626.7	59-5	55.0	53-5	51.5	3	32	48	16	3	42	44	10	3	32	52	13	7	36	37	20	2	23	53	23	5	30	40	25
MARTHA	4																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 20

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MARYETTA	28	6.4	619.9	47-5	48.5	39-4	44.3	0	43	50	7	0	54	43	4	0	54	36	11	7	14	71	7	4	14	54	29	4	21	71	4
MASON	16	6.8	624.1	55-5	52.4	48-5	49.0	0	50	38	13	6	50	38	6	0	19	69	13	6	50	38	6	6	31	50	13	6	31	56	6
MAUD	16	6.8	624.1	55-5	52.5	48-5	48.7	0	25	69	6	0	25	69	6	0	19	75	6	6	25	56	13	6	25	50	19	19	31	31	19
MAYSVILLE	29 ¹	5.1	607.4	27-4	36.8	19-3	31.5	14	59	28	0	14	69	17	0	7	62	31	0	7	72	21	0	0	59	38	3	0	55	38	7
MC ALESTER	183 ¹	6.8	623.8	54-5	52.3	47-5	48.6	1	35	52	12	3	45	42	9	1	34	58	8	5	39	47	9	2	31	52	15	7	34	45	14
MC CURTAIN	12 ¹	5.5	610.5	31-4	39.6	24-4	35.2	0	50	50	0	8	75	17	0	0	50	50	0	0	33	67	0	0	8	67	25	17	25	42	17
MC LISH	9	4.9	604.9	23-4	34.4	16-3	28.9	0	78	22	0	33	56	11	0	11	78	11	0	11	78	11	0	33	22	44	0	22	78	0	0
MC LOUD	116 ¹	6.1	617.4	43-5	46.2	35-4	42.1	4	44	41	10	7	49	36	8	9	34	52	6	9	34	45	11	5	29	51	15	10	31	42	16
MEDFORD	15	9.0	646.0	87-7	73.8	85-7	71.5	0	20	47	33	0	20	40	40	0	33	53	13	0	20	67	13	7	27	40	27	7	47	33	13
MEEKER	55	7.1	627.5	61-6	55.6	54-5	52.1	2	33	58	7	0	55	38	7	4	42	53	2	4	44	49	4	4	36	55	5	4	40	47	9
MERRITT	37 ¹	6.4	620.1	48-5	49.1	40-5	44.6	0	43	34	23	17	31	34	17	6	43	34	17	0	40	40	20	0	29	40	31	9	29	40	23
MIAMI	141 ¹	6.7	622.5	52-5	51.2	45-5	47.1	0	31	57	12	6	38	48	7	0	32	62	6	8	30	52	9	2	16	62	19	5	23	56	16
MIDDLEBERG	13	5.8	614.5	37-4	43.2	30-4	38.9	0	54	46	0	8	46	46	0	0	77	23	0	15	46	38	0	8	8	85	0	8	46	46	0
MIDWAY	17	7.7	633.1	71-6	61.4	64-6	57.8	0	12	59	29	6	35	59	0	6	47	47	0	6	47	41	6	0	53	41	6	18	35	29	18
MILBURN	12	5.8	614.3	38-4	43.3	29-4	38.5	0	75	25	0	0	67	33	0	0	8	92	0	0	50	50	0	0	17	33	50	0	17	83	0
MILFAY	4																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S 19 OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 21

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HILL CREEK	9	6.4	620.4	48-5	48.7	41-5	45.2	0	22	78	0	0	67	33	0	0	56	44	0	0	67	33	0	22	56	22	0	11	33	56	0
HILLWOOD	105 ¹	6.2	618.2	44-5	46.9	37-4	42.8	4	41	50	6	7	51	36	6	1	40	55	4	12	49	33	6	7	43	35	15	9	37	39	15
HINCO	20	5.2	607.5	27-4	36.9	20-3	32.0	5	60	30	5	20	50	25	5	0	50	45	5	10	35	45	10	5	15	65	15	10	40	45	5
HINGO	13	6.8	624.5	55-5	52.6	49-5	49.6	15	23	54	8	8	38	46	8	0	8	85	8	0	31	69	0	8	62	31	0	8	62	31	0
HOFFETT	2																														
HONROE	12	6.3	619.3	46-5	47.7	39-4	44.0	0	25	75	0	0	75	25	0	0	50	50	0	0	67	33	0	8	42	50	0	8	42	50	0
MOORE	1300 ¹	6.8	623.5	54-5	52.0	47-5	48.2	4	33	52	12	5	42	44	9	3	32	55	10	5	36	46	14	3	25	50	23	5	28	53	14
MOORELAND	30 ¹	7.7	633.1	70-6	60.9	65-6	57.9	13	30	50	7	3	53	37	7	3	43	47	7	0	43	47	10	3	40	47	10	3	23	73	0
MORRIS	74	7.0	626.0	58-5	54.4	51-5	50.7	0	31	58	11	3	36	49	12	3	36	46	15	1	18	45	16	3	23	58	16	4	23	54	19
MORRISON	32	5.6	612.3	34-4	41.1	27-4	36.8	0	50	50	0	0	50	50	0	0	31	69	0	0	44	50	6	3	13	75	9	3	25	66	6
MOSELEY	24 ¹	5.4	610.3	31-4	39.6	23-4	34.5	8	71	21	0	8	71	21	0	4	92	4	0	0	46	42	13	4	46	33	17	21	42	38	0
MOSS	20	7.6	631.5	67-6	59.4	62-6	56.5	0	30	60	10	0	60	40	0	0	55	35	10	0	45	55	0	5	25	70	0	5	35	60	0
MOUNDS	44	4.8	603.8	21-3	32.9	15-3	27.7	7	68	23	2	7	70	23	0	5	59	34	2	11	59	30	0	7	61	30	2	7	59	32	2
MOUNTAIN VIEW-GOTEBO	28	9.0	645.6	87-7	73.2	84-7	71.1	4	0	50	46	4	14	43	39	4	4	71	21	0	21	50	29	0	21	39	39	0	25	32	43
MOYERS	13	6.5	621.4	50-5	49.8	43-5	46.2	0	54	38	8	8	62	31	0	0	31	62	8	0	31	62	8	0	23	69	8	8	8	62	23
MULDROH	107	7.9	634.8	73-6	62.9	68-6	59.8	0	24	49	27	6	34	45	16	2	32	60	7	6	34	49	12	3	25	54	18	6	40	36	18

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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PROCESS NO. 19396000-OK93-00116-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MULHALL-ORLANDO	10	7.2	628.0	61-6	56.1	55-5	52.8	0	30	70	0	0	30	70	0	0	20	70	10	0	20	70	10	0	30	40	30	0	40	40	20
MUSKOGEE	485 ¹	6.1	617.4	43-5	46.2	35-4	41.9	5	46	43	7	6	47	42	5	3	44	47	6	9	42	39	10	7	31	48	13	8	35	48	8
MUSTANG	400 ¹	7.0	625.6	58-5	54.0	51-5	50.3	5	33	47	15	6	42	40	12	4	35	50	12	5	33	46	16	3	21	53	24	6	28	47	18
PMC/DEL CITY	1124 ¹	6.6	621.6	50-5	50.2	43-5	46.3	2	40	50	8	6	50	38	6	3	38	51	8	5	39	45	11	4	29	51	16	7	31	49	12
N ROCK CREEK	44	8.5	640.8	81-7	68.6	78-7	66.0	0	7	59	34	0	25	39	36	0	16	55	30	2	32	39	27	0	18	48	34	0	16	57	27
NASHOBA	8	5.1	607.3	26-4	36.3	19-3	31.7	0	63	38	0	0	63	38	0	0	75	25	0	13	75	13	0	13	63	25	0	13	63	25	0
NAVAJO	26	7.0	626.4	59-5	54.7	52-5	51.1	0	23	58	19	0	31	54	15	0	27	62	12	0	19	54	27	0	4	58	38	8	4	50	38
NEW LIMA	18	8.3	639.3	80-7	67.5	75-6	64.2	0	17	67	17	0	11	72	17	0	11	83	6	0	22	61	17	0	33	50	17	0	11	50	19
NEWCASTLE	66 ¹	8.2	637.7	77-7	65.4	73-6	62.8	2	8	76	15	2	3	52	44	2	8	80	11	2	18	61	20	0	12	56	32	2	23	45	30
NEWKIRK	76 ¹	5.8	614.3	37-4	43.0	30-4	38.8	1	47	49	3	4	53	42	1	3	49	42	7	1	43	39	16	3	37	32	29	5	45	29	21
NINNEKAH	42	6.4	619.6	46-5	48.1	39-4	44.2	5	48	43	5	10	69	17	5	10	50	36	5	12	57	29	2	12	48	36	2	17	33	45	5
NOBLE	184	7.0	626.4	59-5	54.8	52-5	51.2	5	31	51	13	7	50	35	8	4	38	49	9	10	36	42	12	4	29	52	15	9	30	50	11
NORMAN	745 ¹	7.5	631.2	67-6	59.3	61-6	56.0	2	25	57	16	3	33	50	15	2	22	61	15	3	25	53	19	2	17	52	30	5	20	52	23
NORWOOD	13	10.5	660.6	96-9	87.5	96-9	86.4	0	0	31	69	0	8	23	69	0	0	69	31	0	8	38	54	0	0	54	46	0	38	38	23
NOMATA	75	5.1	607.5	26-4	36.7	20-3	31.9	11	45	43	1	17	60	23	0	11	33	53	3	17	37	43	3	9	29	56	5	11	41	41	7
NUYAKA	2																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 23

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
OAK GROVE	14	8.0	636.0	75-6	64.0	70-6	61.3	0	7	79	14	0	43	50	7	0	29	71	0	0	21	64	14	0	0	64	36	0	21	64	14
OAKDALE	17 ¹	7.1	627.3	61-6	55.6	54-5	51.9	0	35	53	12	0	41	53	6	0	35	47	18	6	24	53	18	6	29	65	0	6	65	24	6
OAKS MISSION	21 ¹	7.3	628.5	62-6	56.4	56-5	53.4	0	10	90	0	0	10	86	5	0	5	95	0	0	19	81	0	0	19	76	5	0	29	67	5
OILTON	21	6.4	620.3	48-5	48.7	40-5	44.9	0	33	67	0	0	48	52	0	0	57	43	0	0	48	52	0	0	33	62	5	10	38	52	0
OKARCHE	21 ¹	7.7	632.5	69-6	60.4	64-6	57.3	0	15	65	20	0	20	65	15	0	10	85	5	0	15	80	5	0	0	70	30	0	0	75	25
OKAY	35 ¹	6.8	623.9	54-5	52.3	47-5	48.5	0	63	34	3	0	80	17	3	3	57	40	0	6	43	51	0	3	26	71	0	3	51	43	3
OKEENE	24	8.5	640.6	81-7	68.6	78-7	65.9	0	8	75	17	4	21	50	25	0	4	71	25	8	54	29	8	4	17	63	17	8	21	63	8
OKEMAH	63	7.1	626.6	59-5	54.9	53-5	51.4	0	19	76	5	2	22	70	6	0	33	62	5	3	22	65	10	5	14	59	22	3	16	59	22
OKLA CITY	1557 ¹	7.6	632.2	69-6	60.3	63-6	57.1	1	22	63	14	2	35	50	12	1	35	56	8	7	36	46	10	8	36	46	10	6	34	52	8
OKLAHOMA UNION	26 ¹	6.6	622.0	51-5	50.6	44-5	46.6	8	50	38	4	23	58	19	0	0	45	31	4	4	54	38	4	12	38	42	8	12	50	38	0
OKMULGEE	174 ¹	6.7	623.0	53-5	51.5	46-5	47.7	10	37	47	5	9	49	37	4	5	31	61	3	21	41	32	6	14	42	35	9	13	29	52	6
OKTAHA	33 ¹	6.4	619.7	47-5	48.2	39-4	44.0	0	39	58	3	0	36	61	3	0	30	61	9	6	27	61	5	3	12	61	24	0	27	64	9
OLIVE	27	6.0	616.4	41-5	45.0	33-4	40.9	11	33	56	0	11	48	41	0	11	33	52	4	11	33	56	0	11	30	59	0	15	30	56	0
OLNEY	12	6.0	616.0	40-5	44.8	32-4	40.4	8	67	25	0	0	67	33	0	0	25	75	0	8	33	58	0	0	50	50	0	25	50	25	0
OLUSTEE	14	6.1	616.7	41-5	45.4	33-4	40.8	0	36	64	0	0	50	50	0	0	21	79	0	7	43	50	0	0	29	71	0	7	14	79	0
ODOGAH-TALALA	77 ¹	6.7	623.0	53-5	51.4	46-5	47.8	0	34	53	13	5	48	38	9	1	39	49	10	5	34	51	10	0	19	60	21	1	21	58	19

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 24

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
OSAGE	7	7.1	627.4	61-6	55.7	54-5	52.3	0	29	57	14	0	43	43	14	0	0100	0	0	29	43	29	0	0	71	29	0	0	57	43	
OMASSO	367 ¹	6.8	620.9	49-5	49.3	42-5	45.5	4	40	50	7	6	41	49	4	2	39	51	7	8	34	49	9	4	18	53	25	8	17	62	13
PADEN	24	7.3	629.3	64-6	57.3	58-5	54.4	0	13	79	8	0	25	67	8	0	17	79	4	0	38	63	0	0	4	83	13	0	17	67	17
PANAMA	37	6.9	624.6	56-5	53.1	49-5	49.6	3	19	59	19	14	22	51	14	0	35	57	8	5	22	65	8	11	16	49	24	5	32	51	11
PANDLA	17 ¹	8.3	639.1	79-7	67.0	75-6	64.3	6	12	59	24	6	35	35	24	6	12	53	29	6	18	53	24	6	18	53	24	6	18	47	29
PAOLI	17	7.1	627.2	60-6	55.4	54-5	52.1	6	35	47	12	6	47	35	12	12	29	47	12	6	35	47	12	6	12	65	18	6	6	59	29
PAULS VALLEY	84	6.7	623.0	53-5	51.4	46-5	47.8	1	32	64	2	4	33	60	4	1	29	64	6	4	30	61	6	5	23	63	10	6	30	56	8
PAWBUKA	63	6.2	617.9	44-5	46.6	36-4	42.3	3	43	52	2	3	48	49	0	0	43	56	2	2	43	54	2	2	25	70	3	2	49	48	2
PAWEE	64	6.7	622.6	52-5	51.1	45-5	47.2	5	38	45	13	9	34	52	5	3	34	52	11	5	33	48	14	5	30	48	17	6	33	50	11
PEAVINE	16	8.4	639.8	80-7	67.6	76-6	64.6	0	38	63	0	0	38	50	13	0	63	38	0	19	50	31	0	6	25	69	0	6	44	44	6
PECKHAM	6	8.8	644.3	86-7	72.3	82-7	69.4	0	0	83	17	17	50	17	17	0	17	67	17	0	50	33	17	0	50	33	17	0	17	83	0
PEGOS	19	7.1	626.5	59-5	54.9	52-5	51.2	0	16	63	21	0	21	63	16	0	11	63	26	0	42	32	26	0	47	37	16	0	47	42	11
PERKINS-TRYON	92	5.4	610.3	31-4	39.4	24-4	34.8	8	47	45	1	11	50	38	1	2	46	49	3	8	45	45	3	7	33	55	5	13	36	45	7
PERRY	94	6.7	623.4	54-5	52.0	46-5	48.1	2	30	47	21	6	33	45	16	3	34	57	5	5	40	43	12	6	24	49	20	7	34	41	17
PICHER-CARDIN	30	5.3	609.3	30-4	38.7	22-3	33.5	13	63	23	0	20	57	23	0	13	60	27	0	23	43	33	0	13	30	57	0	10	53	30	7
PICKETT-CENTER	14	6.1	617.4	43-5	46.1	35-4	41.9	0	21	79	0	7	50	43	0	7	21	57	14	7	21	57	14	7	14	64	14	7	21	50	21

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 25

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PIEDMONT	73	7.7	632.8	70-6	60.9	64-6	57.7	0	27	53	19	0	29	51	21	0	30	49	21	0	21	53	26	0	19	51	30	1	22	38	38
PIONEER	19	6.8	623.9	54-5	52.2	47-5	48.5	0	5	89	5	0	11	84	5	0	16	58	26	0	11	47	42	0	21	74	5	0	11	84	5
PIONEER-PLEASANT VAL	52 ¹	6.6	622.4	51-5	50.7	45-5	47.1	0	21	73	6	0	27	69	4	0	4	92	4	0	8	73	19	0	12	63	25	2	23	54	21
PITTSBURG	6	9.3	649.3	90-8	77.1	88-7	74.7	0	0	50	50	0	17	67	17	0	17	83	0	0	33	50	17	0	33	50	17	50	17	33	0
PLAINVIEW-ARDMORE	67	7.5	631.1	67-6	59.3	61-6	56.1	1	18	64	16	4	18	60	18	0	7	75	18	6	24	46	24	1	19	61	18	4	31	48	16
PLAINVIEW-TEXHOMA	3 ¹																														
PLEASANT-GRV-SEH	6	6.0	616.0	40-5	44.7	32-4	40.3	0	83	17	0	0	100	0	0	0	100	0	0	0	100	0	0	0	83	17	0	17	67	17	0
PLEASANT-GRV-SHAM	18	7.0	626.0	58-5	54.2	52-5	50.8	0	17	67	17	0	28	67	6	0	17	72	11	6	50	33	11	0	33	61	6	22	28	50	0
POCOLA	55 ¹	7.3	629.3	64-6	57.5	58-5	54.1	0	31	56	13	5	36	49	9	0	44	51	5	4	42	44	11	4	29	51	16	7	22	58	13
PONCA CITY	432 ¹	6.5	621.3	50-5	49.8	42-5	45.9	3	38	51	9	5	43	44	8	2	33	58	8	4	37	50	9	3	28	58	11	7	33	52	7
POND CREEK-HUNTER	25	6.3	619.2	46-5	47.7	39-4	43.9	0	28	72	0	0	68	32	0	0	16	60	24	4	36	48	12	0	12	72	16	0	12	64	24
PORTER CONSOLIDATED	36	6.8	624.3	55-5	52.7	48-5	49.0	3	25	58	14	6	50	42	3	3	22	72	3	17	25	53	6	6	33	56	6	11	28	58	3
PORUM	24	8.0	636.4	75-6	64.3	71-6	61.4	0	4	96	0	0	4	58	38	0	4	92	4	0	8	58	33	0	46	25	29	0	13	67	21
POTEAU	134	7.4	630.3	65-6	58.3	60-6	55.1	1	19	69	12	2	40	51	6	1	28	63	9	7	23	50	19	3	22	54	21	10	30	43	18
PRAGUE	79 ¹	7.2	628.1	62-6	56.5	55-5	52.8	3	37	49	11	1	47	41	11	0	23	61	16	3	28	58	11	1	16	53	29	3	13	61	24
PRESTON	23	8.5	640.8	81-7	68.4	77-7	65.8	0	9	52	39	0	35	35	30	0	17	70	13	0	26	65	9	0	13	65	22	0	17	65	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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PROCESS NO. 19396000-OK93-00140-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 26

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PRETTY MATER	20	7.5	630.5	66-6	58.9	60-6	55.2	0	10	60	30	0	25	60	15	0	5	55	40	0	25	45	30	0	5	50	45	0	25	70	5
PRUE	35 ¹	6.4	620.4	48-5	49.1	41-5	45.1	3	32	56	9	9	47	38	6	0	29	62	9	6	41	47	6	3	26	62	9	3	32	47	18
PRYOR	152	7.3	629.0	63-6	57.2	57-5	53.9	2	26	61	11	4	38	49	9	3	38	49	11	9	33	47	11	7	28	49	15	7	30	49	14
PURCELL	89	6.4	619.8	47-5	48.4	40-5	44.4	1	37	57	4	4	56	30	9	3	36	58	2	1	47	44	8	3	28	58	10	0	34	54	12
PUTNAH CITY	1256 ¹	7.1	627.4	61-6	55.7	54-5	52.2	4	31	50	15	6	40	44	10	3	31	56	10	7	28	51	14	4	26	55	14	6	28	54	13
QUAPAH	36 ¹	5.6	611.8	33-4	40.7	26-4	36.1	3	72	19	6	17	67	17	0	6	53	39	3	6	83	11	0	8	28	61	3	11	33	50	6
QUINTON	38 ¹	5.6	611.9	33-4	40.8	26-4	36.4	3	47	50	0	5	53	42	0	0	50	45	5	8	42	42	8	3	32	53	13	3	39	45	13
RATTAN	35	7.1	626.9	59-5	55.0	53-5	51.6	0	20	74	6	0	23	63	14	0	20	71	9	9	17	54	20	6	23	57	14	6	17	51	26
RAVIA	7	7.7	633.1	70-6	61.1	65-6	57.9	0	0100	0	0	0	0100	0	0	0	0	29	71	0	0	71	29	0	14	43	43	0	0	86	14
RED OAK	14	5.9	615.3	39-4	44.2	31-4	39.5	0	79	21	0	0	86	14	0	0	86	14	0	0	64	29	7	7	50	36	7	7	57	29	7
REYDON	10	7.4	630.0	65-6	58.2	59-5	54.8	0	10	80	10	0	10	60	30	0	0	90	10	0	0	80	20	0	10	80	10	0	10	80	10
RINGLING	33	6.7	623.0	53-5	51.4	46-5	47.6	0	30	61	9	3	58	33	6	0	45	48	6	3	30	55	12	0	30	58	12	3	33	55	9
RINGHOOD	17	5.6	612.5	34-4	41.4	26-4	36.6	18	53	29	0	18	65	18	0	29	53	18	0	41	47	12	0	18	53	24	6	6	47	41	6
RIPLEY	31	9.2	647.9	89-8	75.8	87-7	73.4	0	6	55	39	0	29	42	29	0	26	68	6	0	23	68	10	0	26	48	26	3	16	61	19
RIVERSIDE	10	5.6	612.0	33-4	40.9	26-4	36.5	10	50	40	0	30	50	20	0	10	60	30	0	10	40	50	0	10	30	60	0	20	10	70	0
ROBIN HILL	14	7.4	630.3	65-6	58.3	60-6	55.3	0	21	64	14	0	36	57	7	0	14	79	7	0	14	79	7	0	14	79	7	0	21	71	7

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 27

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-5	MEAN NAT'L NCE	STATE PR-5	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ROCK CREEK	39	7.4	629.8	65-6	58.0	59-5	54.8	0	15	62	23	0	13	67	21	0	10	62	28	0	15	67	18	3	8	36	54	3	13	54	31
ROCKY MOUNTAIN	12	7.7	632.7	70-6	60.9	64-6	57.6	0	17	58	25	0	17	67	17	0	42	58	0	0	58	42	0	0	8	83	8	0	8	92	0
ROFF	16	8.6	642.3	83-7	70.2	80-7	67.4	0	13	63	25	0	19	75	6	0	31	63	6	0	13	69	19	0	25	75	0	0	31	63	6
ROLAND	75 ¹	7.0	625.6	58-5	54.0	51-5	50.3	7	22	68	4	3	43	47	7	0	36	58	5	11	46	39	4	11	24	55	9	18	36	43	3
ROOSEVELT	5																														
RUSH SPRINGS	39	7.9	635.2	73-6	63.0	69-6	60.3	0	23	64	13	0	28	38	33	0	41	54	5	0	33	59	8	0	28	62	10	5	44	38	13
RYAL	7	6.6	621.7	50-5	50.1	43-5	46.1	0	0	100	0	0	0	100	0	0	14	71	14	0	14	86	0	0	0	71	29	0	14	57	29
RYAN	10	6.4	620.0	47-5	48.6	39-4	44.2	0	30	70	0	0	70	30	0	0	40	60	0	0	20	80	0	0	40	60	0	20	20	60	0
S COFFEYVILLE	28	7.9	634.6	72-6	62.5	68-6	59.7	4	11	57	29	4	32	54	11	0	21	71	7	0	25	57	18	0	43	50	7	7	36	54	4
S ROCK CREEK	31 ¹	8.0	636.0	75-6	63.9	70-6	61.2	3	3	71	23	3	10	68	19	3	23	68	6	3	10	77	10	3	32	55	10	3	32	52	13
SALINA	39 ¹	6.4	620.5	48-5	48.9	41-5	45.1	3	18	64	15	5	15	72	8	3	15	79	3	13	13	72	3	3	23	56	18	5	21	49	26
SALLISAM	136	7.1	626.7	59-5	55.0	53-5	51.5	3	36	54	7	4	36	52	8	2	35	51	11	10	32	49	10	4	32	46	18	8	26	53	13
SAND SPRINGS	390 ¹	6.4	619.9	47-5	48.5	40-5	44.5	2	36	56	6	4	45	46	6	3	33	55	9	6	36	48	11	4	24	51	21	6	29	50	15
SAPULPA	266 ¹	7.8	634.0	71-6	61.9	67-6	59.0	2	17	61	20	2	28	61	10	1	24	58	17	3	26	59	11	5	29	56	10	7	32	50	11
SASAKHA	17 ¹	6.6	622.3	51-5	50.5	45-5	47.1	0	35	65	0	0	29	71	0	0	12	88	0	0	12	88	0	6	59	35	0	12	47	29	12
SAVANNA	28	6.3	619.2	46-5	47.9	38-4	43.7	4	39	54	4	4	57	39	0	4	36	61	0	4	61	36	0	4	61	32	4	11	36	43	11

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-5 IS OF THE MEAN NCE.

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COPY 1

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PROCESS NO. 19396000-OK93-00142-1

TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 28

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SAYRE	49	6.3	618.7	45-5	47.3	37-4	43.2	2	37	61	0	0	49	51	0	0	43	55	2	0	47	53	0	0	20	69	10	6	24	55	14
SCHULTER	12 ¹	5.9	615.1	39-4	43.9	31-4	39.3	0	33	67	0	0	33	67	0	0	17	83	0	0	25	67	8	0	25	67	8	0	33	58	8
SCHWARTZ	17 ¹	6.9	625.4	58-5	54.0	50-5	50.0	0	41	53	6	0	59	29	12	0	24	71	6	0	41	47	12	0	47	29	24	0	35	47	18
SEILING	33 ¹	7.2	627.9	62-6	56.4	55-5	52.6	3	33	48	15	3	30	55	12	3	27	64	6	3	36	45	15	3	24	52	21	9	33	42	15
SEMINOLE	119 ¹	6.3	619.0	46-5	47.7	38-4	43.4	1	42	47	10	3	49	42	5	4	41	42	14	8	42	36	14	5	28	51	16	8	28	47	17
SENTINEL	18	7.9	635.3	74-6	63.6	68-6	60.1	0	7	73	20	0	53	27	20	0	0	87	13	0	7	80	13	0	20	60	20	0	20	67	13
SEQUOYAH	63 ¹	7.7	632.6	69-6	60.6	64-6	57.5	0	32	60	8	2	35	50	13	0	34	45	21	3	23	56	18	0	27	53	19	2	34	56	8
SHADY GROVE	8	8.1	637.3	76-6	64.9	72-6	62.4	0	0	100	0	0	0	75	25	0	0	75	25	0	13	50	38	0	0	100	0	0	0	100	0
SHADY POINT	12	6.7	622.7	52-5	51.1	45-5	47.2	0	33	58	8	0	42	50	8	0	8	83	8	0	33	50	17	0	17	67	17	0	33	50	17
SHARON-MUTUAL	25 ¹	6.2	617.7	43-5	46.5	35-4	41.9	4	60	32	4	0	72	28	0	0	28	68	4	4	44	48	4	4	40	56	0	12	32	48	8
SHATTUCK	24	7.2	627.7	61-6	55.8	55-5	52.6	0	13	67	21	0	13	83	4	0	13	50	38	4	17	58	21	0	46	38	17	4	42	29	25
SHAMNEE	268 ¹	6.6	622.2	52-5	50.8	44-5	47.0	5	35	47	13	9	44	39	7	3	42	48	8	8	46	35	11	3	31	47	19	15	30	42	14
SHIDLER	15	6.5	620.7	49-5	49.2	41-5	45.2	0	53	40	7	0	73	13	13	0	20	73	7	0	40	60	0	0	7	80	13	0	13	73	13
SIL0	37	7.0	625.7	58-5	54.1	51-5	50.3	0	24	57	19	0	27	65	8	0	11	84	5	0	14	54	32	0	5	62	32	0	22	57	22
SKELLY	6	5.3	609.3	29-4	38.3	21-3	33.3	17	83	0	0	17	67	17	0	17	83	0	0	33	33	33	0	33	17	50	0	33	50	17	0
SKIATOOK	112 ¹	6.7	622.7	52-5	51.2	45-5	47.4	4	49	42	5	7	52	41	0	2	49	49	1	5	36	54	5	2	35	61	2	7	37	50	6

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1

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PROCESS NO. 19396000-OK93-00143-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 29

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SMITHVILLE	25	7.1	627.2	60-6	55.5	54-5	52.0	0	16	68	16	0	52	44	4	0	12	80	8	0	44	48	8	8	36	52	4	16	24	56	4
SNYDER	35	9.1	647.1	88-7	74.5	85-7	72.1	0	9	60	31	0	26	43	31	0	20	77	3	0	43	57	0	0	46	46	9	0	43	51	6
SOPER	17	6.6	622.5	52-5	50.8	45-5	47.3	6	18	76	0	6	18	71	6	0	12	88	0	0	41	41	18	0	24	59	18	0	41	47	12
SPARKS	6	5.5	611.0	32-4	40.1	25-4	35.5	0	67	33	0	17	67	17	0	0	17	83	0	17	17	67	0	0	83	17	0	0	67	33	0
SPAVINAH	13 ¹	7.6	631.8	68-6	59.8	63-6	57.1	0	15	77	8	0	23	62	15	0	8	85	8	8	38	38	15	0	23	54	23	23	38	31	8
SPIRRY	72 ¹	7.4	630.4	66-6	58.5	60-6	55.2	0	35	57	8	1	43	53	3	1	32	65	3	3	42	49	7	3	28	54	15	14	35	42	10
SPIRO	90 ¹	6.2	618.0	44-5	46.8	36-4	42.7	2	41	52	4	12	46	38	4	7	40	48	6	11	46	39	4	7	37	52	4	16	32	50	2
SPRINGER	8	5.9	614.8	38-4	43.6	31-4	39.3	0	50	50	0	0	50	50	0	0	50	50	0	0	50	50	0	0	63	38	0	0	50	50	0
ST LOUIS	3																														
STERLING	27	7.3	629.0	53-6	57.1	57-5	53.8	0	22	63	15	4	22	56	19	0	26	67	7	7	44	41	7	0	22	52	26	7	22	48	22
STIDHAM	6 ¹	6.4	620.0	47-5	48.3	40-5	44.8	17	17	67	0	17	50	33	0	17	33	50	0	17	17	67	0	17	0	83	0	17	0	67	17
STIGLER	90	6.8	624.4	56-5	52.9	48-5	49.1	3	42	44	10	4	43	43	9	3	22	67	8	4	37	51	8	3	30	47	20	4	31	48	17
STILLWATER	312	8.1	637.3	77-7	65.2	72-6	62.2	1	17	51	31	1	21	52	25	1	13	56	30	2	17	51	30	0	12	53	36	1	18	50	31
STILWELL	54	7.8	634.3	72-6	62.2	67-6	59.5	0	31	57	11	2	52	37	9	2	20	70	7	6	35	54	6	6	48	33	13	7	52	33	7
STONEHALL	23	7.4	630.3	65-6	58.3	60-6	55.3	0	30	70	0	0	65	35	0	0	43	57	0	0	48	48	4	0	48	48	4	0	52	48	0
STONY POINT	7	5.7	613.1	35-4	42.1	28-4	37.4	0	43	57	0	0	29	71	0	0	29	71	0	0	29	71	0	0	29	71	0	0	57	43	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 30

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STRATFORD	30	6.6	621.7	50-5	50.1	43-5	46.1	3	37	60	0	3	53	43	0	0	37	63	0	3	30	47	20	0	17	73	10	0	27	57	17
STRINGTOWN	11	8.3	638.7	79-7	66.8	74-6	63.7	0	27	45	27	0	27	73	0	0	27	73	0	0	27	73	0	0	55	45	0	0	82	18	0
STROTHER	17	7.2	628.4	62-6	56.4	56-5	53.2	0	41	41	18	0	65	18	18	0	35	59	6	6	53	29	12	0	18	76	6	0	6	88	6
STROUD	65 ¹	6.7	622.5	52-5	51.0	45-5	47.4	3	42	51	5	5	46	46	3	6	26	60	8	6	29	54	11	3	32	46	18	8	32	37	23
STUART	17	7.7	633.1	70-6	61.0	65-6	58.0	0	12	76	12	0	12	76	12	0	35	29	35	6	18	47	29	6	12	65	18	6	6	82	6
SULPHUR	116 ¹	7.2	627.9	61-6	56.1	55-5	52.6	1	22	59	19	2	35	50	13	1	21	68	10	5	31	47	17	2	15	53	30	8	15	53	25
SHEETMATER	18	6.9	624.9	56-5	53.1	49-5	49.7	6	33	56	6	6	67	22	6	0	28	72	0	0	56	44	0	0	22	67	11	0	28	72	0
SHINK	8	6.8	623.5	54-5	52.1	46-5	48.0	0	75	25	0	25	50	25	0	0	38	63	0	13	50	38	0	13	50	38	0	25	50	25	0
TAHLEQUAH	185	7.1	626.9	60-6	55.2	53-5	51.7	2	28	59	11	3	42	42	14	2	31	54	14	4	36	42	18	2	24	50	24	10	24	52	14
TALIHINA	43	6.8	623.7	54-5	52.1	47-5	48.3	2	19	63	16	5	44	40	12	5	28	56	12	14	37	37	12	9	30	42	19	9	21	44	26
TALOGA	14	6.4	620.3	48-5	48.7	41-5	45.1	0	36	64	0	0	64	36	0	0	71	29	0	0	43	57	0	0	43	57	0	7	43	50	0
TANNEHILL	10	7.8	634.0	71-6	61.8	66-6	58.9	0	20	60	20	0	30	60	10	0	10	80	10	0	20	50	30	0	40	50	10	10	20	60	10
TECUMSEH	122 ¹	6.9	625.0	57-5	53.5	49-5	49.7	0	31	57	12	2	36	51	11	0	33	57	10	3	31	51	14	5	24	50	21	7	31	50	13
TEMPLE	24	7.9	634.8	73-6	62.7	68-6	59.7	0	29	54	17	0	29	54	17	0	21	58	21	8	33	54	4	8	13	63	17	13	21	54	13
TENKILLER	10	8.7	643.0	84-7	70.9	80-7	67.9	0	0	70	30	0	0	80	20	0	0	50	50	0	10	60	30	0	0	60	40	0	10	90	0
TERRAL	8	7.6	632.3	69-6	60.3	63-6	57.2	0	0	63	38	0	0	50	50	0	25	75	0	13	38	38	13	0	25	75	0	13	13	63	13

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 31

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
THACKERVILLE	21	7.8	633.6	71-6	61.8	66-6	58.8	0	19	48	33	0	38	38	24	0	14	76	10	14	19	43	24	10	24	29	38	10	33	33	24
THOMAS	26	7.1	627.2	60-6	55.4	53-5	51.8	0	38	50	12	0	62	31	8	0	50	38	12	0	27	62	12	0	31	54	15	4	50	35	12
TIAMAH	11	6.5	620.5	49-5	49.2	41-5	45.0	0	36	55	9	18	36	45	0	0	36	36	27	27	27	45	0	9	27	64	0	0	45	45	9
TIPTON	31	7.0	626.3	59-5	54.7	52-5	51.0	0	42	58	0	0	52	48	0	0	48	48	3	6	29	61	3	0	39	58	3	10	39	48	3
TISHOMINGO	65	6.5	620.8	49-5	49.3	41-5	45.4	0	34	63	3	0	46	49	5	0	34	66	0	2	18	75	5	0	26	68	6	0	28	69	3
TOM SCHOOLS	7	6.9	624.6	55-5	52.6	50-5	49.8	0	14	57	29	0	57	43	0	0	29	57	14	0	57	43	0	29	0	71	0	0	43	57	0
TONKAHA	36 ¹	6.7	623.4	54-5	51.9	47-5	48.3	8	28	53	11	11	50	33	6	8	56	28	8	17	53	19	11	17	47	31	6	19	47	33	0
TULSA	2481 ¹	7.2	627.8	61-6	56.1	55-5	52.5	3	32	51	14	5	43	41	11	2	34	54	9	9	35	46	10	7	33	50	10	9	33	49	9
TUPELO	15 ¹	7.8	633.9	71-6	61.9	66-6	58.4	0	13	47	40	7	33	40	20	0	33	60	7	20	20	53	7	20	20	53	7	20	7	73	0
TURNER	13	9.4	649.8	90-8	76.4	88-7	74.6	0	31	15	54	8	23	23	46	0	23	46	31	8	46	46	0	0	46	54	0	0	38	46	15
TURPIN	38	7.7	633.1	70-6	61.2	64-6	57.8	0	13	63	24	0	26	58	16	0	29	61	11	0	34	50	16	0	21	55	24	0	32	58	11
TUSHKA	17	7.1	626.6	59-5	54.7	53-5	51.5	0	29	65	6	0	53	47	0	0	18	65	18	0	6	76	18	0	24	65	12	0	6	82	12
TUSKAHOMA	10	7.7	633.0	70-6	60.8	65-6	57.9	0	20	80	0	0	50	50	0	0	80	20	0	10	50	40	0	0	50	50	0	20	60	10	10
TUTTLE	74	7.0	626.0	58-5	54.3	52-5	50.8	0	20	72	8	0	38	53	9	0	14	74	12	0	24	54	22	0	20	53	27	4	30	51	15
THIN HILLS	17	6.2	617.8	43-5	46.5	35-4	42.0	0	35	59	6	0	47	53	0	0	6	88	6	0	29	65	6	6	24	65	6	6	47	47	0
TYRONE	20	7.5	631.0	67-6	59.3	61-6	55.7	0	40	50	10	0	50	45	5	0	55	40	5	0	35	60	5	0	40	55	5	0	35	50	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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PROCESS NO. 19396000-OK93-00146-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
UNION	759 ¹	7.6	632.1	69-6	60.2	63-6	57.1	1	22	59	18	2	28	53	17	1	20	63	16	4	24	58	14	2	21	61	16	3	27	58	12
UNION CITY	28 ¹	5.6	611.6	33-4	40.6	25-4	36.0	11	39	43	7	14	43	39	4	0	39	57	4	0	46	36	18	0	29	61	11	0	46	43	11
VALLIANT	60	8.1	636.7	75-6	64.5	71-6	61.8	0	12	68	20	0	23	52	25	0	27	65	8	5	20	63	12	0	30	60	10	3	37	43	17
VANDROSS	28	6.5	620.6	48-5	49.0	41-5	45.3	0	18	79	4	0	14	82	4	0	39	57	4	0	7	89	4	0	4	54	43	0	4	57	39
VARNUM	23	7.1	627.3	60-6	55.4	54-5	52.2	0	26	74	0	0	43	57	0	0	26	65	9	0	48	52	0	0	13	74	13	0	9	70	22
VELMA-ALMA	42	7.4	629.8	65-6	57.9	59-5	54.6	0	14	74	12	0	40	50	10	0	21	79	0	0	31	57	12	2	29	45	24	2	26	64	7
VERDEN	23	7.4	630.3	66-6	58.5	60-6	55.3	4	30	48	17	13	30	39	17	4	22	65	9	4	43	35	17	0	43	30	26	17	17	43	22
VERDIGRIS	38	6.9	625.5	57-5	53.9	51-5	50.3	5	39	50	5	5	45	45	5	0	32	58	11	3	32	50	16	0	8	66	26	3	11	76	11
VIAN	42	9.0	646.2	87-7	73.7	85-7	71.5	0	17	43	40	0	24	43	33	0	24	60	17	0	31	64	5	2	43	52	2	2	55	38	5
VICI	24	7.0	626.0	58-5	54.2	51-5	50.7	0	25	67	8	0	46	50	4	0	42	42	17	4	29	67	0	4	38	50	8	4	50	42	4
VINITA	101	6.6	622.0	51-5	50.5	44-5	46.8	5	42	47	7	11	50	35	4	4	36	58	2	8	38	49	6	7	33	51	9	7	42	47	5
WAGONER	131	7.2	628.0	62-6	56.3	55-5	52.7	0	25	66	9	2	36	56	6	0	28	63	9	1	33	53	14	3	18	56	22	6	20	52	22
WAINWRIGHT	14 ¹	7.1	627.4	61-6	55.6	54-5	52.3	0	21	71	7	0	57	36	7	7	29	57	7	0	71	21	7	0	57	36	7	0	50	43	7
WAKITA	10	8.2	638.0	78-7	66.0	73-6	62.8	0	30	60	10	0	10	90	0	10	50	40	0	10	50	40	0	20	20	50	10	10	20	70	0
WALTERS	56 ¹	6.0	616.2	41-5	45.0	33-4	40.7	5	41	48	5	11	50	36	4	7	25	61	7	0	48	43	9	4	25	55	16	9	25	52	14
WANNETTE	20	6.2	618.0	44-5	46.7	36-4	42.5	0	70	25	5	5	60	30	5	0	50	45	5	5	45	50	0	0	5	55	40	0	10	35	55

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 33

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MAPANUCKA	16	6.3	619.1	46-5	47.8	38-4	43.8	0	31	63	6	0	56	38	6	0	44	50	6	0	44	50	6	0	38	56	6	0	31	63	6
WARNER	54 ¹	6.6	620.6	48-5	49.1	41-5	45.1	6	33	54	7	6	43	43	9	2	39	43	17	7	37	39	17	6	28	41	26	9	31	39	20
WASHINGTON	49 ¹	7.3	628.9	64-6	57.3	57-5	53.7	0	21	65	15	0	23	60	17	0	27	54	19	0	19	60	21	2	13	60	25	2	19	56	23
WASHITA HEIGHTS	12 ¹	6.2	618.0	44-5	46.8	36-4	42.5	0	50	42	8	0	58	33	8	0	42	50	8	0	50	42	8	8	42	50	0	8	58	25	8
WATONGA	58	6.6	621.0	49-5	49.6	42-5	45.5	2	41	50	7	0	47	45	9	0	40	53	7	2	40	52	7	2	26	66	7	2	43	52	3
WATSON	5																														
WATTS	26	6.3	619.1	46-5	47.6	38-4	43.7	8	31	54	8	8	23	69	0	4	23	69	4	12	27	50	12	4	27	50	19	12	19	54	15
WALKOMIS	37	6.6	620.6	49-5	49.2	41-5	45.0	3	41	51	5	5	59	32	3	0	54	41	5	11	32	46	11	5	38	51	5	8	19	68	5
WARIKA	39 ¹	6.4	620.6	48-5	49.0	41-5	45.1	3	34	61	3	0	26	68	5	0	5	79	16	0	11	76	13	0	21	63	16	0	18	74	8
WAYNE	38	6.1	617.1	42-5	45.6	34-4	41.5	3	42	55	0	3	63	34	0	0	47	53	0	0	47	53	0	3	18	76	3	0	18	79	3
WAYNOKA	14	7.4	630.3	66-6	58.4	60-6	55.3	0	57	29	14	0	57	36	7	0	50	43	7	14	50	21	14	0	43	36	21	14	50	14	21
WEATHERFORD	146 ¹	6.3	618.8	45-5	47.5	37-4	43.2	2	51	42	5	1	47	48	4	2	31	63	4	2	29	58	10	1	23	62	14	2	22	64	12
WEAVER	3																														
WEBBERS FALLS	21	6.5	621.2	50-5	49.8	42-5	45.9	5	38	48	10	0	52	33	14	0	57	33	10	5	48	43	5	0	24	67	10	0	38	57	5
WELCH	23 ¹	7.4	629.6	64-6	57.7	59-5	54.6	4	22	74	0	4	35	57	4	0	17	70	13	0	26	65	9	4	48	39	9	4	26	57	13
WELEETKA	28	6.5	620.6	49-5	49.2	41-5	45.3	0	43	50	7	0	39	57	4	0	32	57	11	0	29	57	14	0	11	71	18	0	21	54	25

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 34

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HELLSTON	49	7.4	630.1	65-6	58.3	59-5	55.0	2	43	51	4	10	55	33	2	0	33	61	6	16	31	53	0	2	24	67	6	2	47	49	2
WESTERN HGTS	188 ¹	6.6	622.2	51-5	50.6	44-5	46.8	4	39	51	6	5	41	48	5	1	38	56	4	7	42	46	5	3	35	55	7	6	42	47	5
NESTVILLE	72 ¹	6.7	622.9	52-5	51.2	46-5	47.7	0	26	66	9	4	51	43	1	4	36	56	4	9	47	40	4	3	34	61	1	9	43	40	9
METUNKA	50	6.9	624.6	56-5	53.0	49-5	49.2	0	42	50	8	4	42	50	4	0	40	46	14	14	28	38	20	4	26	44	26	14	34	38	14
MENOKA	48 ¹	6.2	617.7	43-5	46.3	36-4	42.3	10	35	50	4	17	50	33	0	8	40	44	8	25	46	23	6	4	38	50	8	15	35	46	4
WHITE OAK	8	6.8	623.5	53-5	51.8	46-5	48.0	0	13	88	0	0	13	88	0	13	38	38	13	25	25	25	25	0	13	50	38	0	50	25	25
WHITE ROCK	11	7.0	626.0	58-5	54.1	51-5	50.7	0	36	64	0	0	64	36	0	0	18	82	0	0	55	36	9	0	27	55	18	0	55	36	9
WHITEHEAD	33	6.8	623.4	54-5	51.9	47-5	48.2	0	30	67	3	0	39	55	6	0	21	67	12	3	9	61	27	0	9	45	45	0	9	58	33
WHITEFIELD	4																														
WHITESBORO	16	7.9	634.8	72-6	62.5	68-6	59.7	6	13	56	25	6	50	31	13	6	19	56	19	6	44	38	13	6	44	38	13	6	50	38	6
MICKLIFFE	10	8.0	636.0	74-6	63.7	70-6	61.2	0	0	100	0	10	20	70	0	0	30	70	0	0	30	70	0	0	40	60	0	0	50	50	0
MILBURTON	74 ¹	7.1	627.4	61-6	55.6	54-5	52.1	1	12	74	12	3	31	59	7	0	20	68	12	3	36	49	12	3	36	39	22	9	36	42	12
MILSON	36	6.5	620.7	48-5	48.9	42-5	45.7	6	14	81	0	6	44	50	0	6	44	50	0	6	67	25	3	8	39	47	6	8	39	53	0
MILSON-HENRYETTA	27	7.8	634.1	72-6	62.4	67-6	59.1	0	11	78	11	4	26	67	4	0	19	81	0	11	30	59	0	0	48	52	0	11	33	56	0
MISTER	25	7.5	631.2	67-6	59.1	61-6	56.0	4	36	36	24	4	32	40	24	8	36	56	0	4	40	40	16	8	32	44	16	4	60	20	16
MOODALL	21	8.0	635.5	74-6	63.5	69-6	60.5	0	0	76	24	0	14	57	29	0	19	71	10	19	14	57	10	10	24	48	19	14	14	71	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 7
LEVEL: INTERMED 3
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 35

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WOODLAND	37	7.7	632.8	70-6	60.8	64-6	57.7	3	19	65	14	0	22	65	14	0	30	57	14	3	16	76	5	3	16	62	19	3	22	62	14
WOODHARD	238 ¹	6.3	619.2	46-5	47.9	38-4	43.8	4	43	47	6	3	49	42	6	2	35	56	6	5	34	53	8	4	29	53	14	6	31	49	14
WRIGHT CITY	40	6.4	619.5	46-5	48.1	39-4	44.1	15	45	35	5	15	53	25	8	15	38	43	5	20	45	30	5	5	40	48	8	3	43	55	0
WYANDOTTE	52	5.7	612.5	35-4	41.6	27-4	36.8	2	54	38	6	10	48	38	4	2	63	31	4	15	37	40	8	4	19	63	13	4	37	48	12
WYNNEMOOD	50	6.3	619.4	46-5	48.1	39-4	44.0	4	48	40	8	16	44	34	6	6	34	52	8	14	30	54	2	6	32	48	14	8	40	42	10
WYNONA	6	6.5	621.0	49-5	49.4	42-5	45.6	0	17	85	0	0	17	67	17	0	0	100	0	0	0	83	17	0	0	67	33	0	0	67	33
YALE	46	6.6	621.7	50-5	50.1	43-5	46.4	2	26	70	2	7	46	43	4	2	39	50	9	9	35	52	4	4	33	59	4	4	30	59	7
YARBROUGH	13	5.9	615.2	39-4	44.1	31-4	39.6	0	46	54	0	0	46	46	8	0	54	46	0	0	15	54	31	8	8	46	38	0	46	38	15
YUKON	437 ¹	6.6	621.6	50-5	50.1	43-5	46.2	3	39	52	6	3	47	42	8	1	35	56	8	3	42	43	13	2	27	53	18	4	29	53	14
ZANEIS	4																														
ZION	11	7.4	629.6	64-6	57.7	59-5	54.6	0	0	100	0	0	9	73	18	0	0	82	18	0	0	36	64	0	0	36	64	0	9	45	45

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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APPENDIX D

LIST OF AVERAGES--DISTRICT LEVEL RESULTS:

Grade 10 - 1993

GRADE 10

NOTE: Appendix D of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those school districts.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
FOR
OKLAHOMA

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, % = NUMBER, PERCENT

NAT'L = NATIONAL

NCE = NORMAL CURVE EQUIVALENT

PR = PERCENTILE RANK

RS = RAW SCORE

S = STANINE

SS = SCALED SCORE

FOOTNOTES:

¹ = Statistics do not include students with non-scorable essays.

NA = Analytic score is not available because the student's essay was not scorable.

NA1 = Not available because no derived scores can be reported for non-scorable essays.

NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS2 = Not scorable because the student's essay was off-topic or off-task.

NS3 = Not scorable because the student's essay was written in a foreign language.

NS4 = Not scorable because the student's essay was illegible or incomprehensible.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 1

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STATE SUMMARY	33517 ¹	7.8	638.8	51-5	50.7	50-5	49.9	3	27	53	17	3	31	48	17	1	22	62	15	4	26	50	20	6	32	49	13	5	22	54	19
ACHILLE	33	6.9	629.2	35-4	41.8	31-4	39.7	6	33	52	9	6	33	52	9	3	36	55	6	3	27	55	15	15	27	45	12	15	24	42	18
ADA	129	9.5	655.6	78-7	66.2	81-7	68.3	0	9	57	35	0	6	52	42	0	9	65	26	1	12	53	34	1	15	62	22	0	12	60	28
ADAIR	61	8.4	644.0	60-6	55.3	60-6	55.4	0	20	56	25	0	23	61	16	0	28	59	13	7	44	41	8	16	41	38	5	5	39	48	8
AFTON	30	8.2	641.8	56-5	53.2	55-5	52.8	0	23	60	17	0	7	73	20	0	40	57	3	3	23	63	10	3	30	53	13	3	27	53	17
AGRA	17	9.5	655.8	79-7	66.8	81-7	68.7	0	18	41	41	0	12	41	47	0	29	53	18	0	29	53	18	6	41	53	0	6	6	76	12
ALEX	27	8.1	641.0	55-5	52.5	54-5	51.9	0	37	44	19	0	22	70	7	0	22	56	22	4	33	56	7	0	56	41	4	11	30	52	7
ALINE-CLEO	13	7.8	638.7	51-5	50.5	51-5	50.4	0	23	62	15	0	46	46	8	0	0	77	23	8	31	46	15	0	46	54	0	31	31	15	23
ALLEN	16	9.4	654.6	77-7	65.2	79-7	67.1	0	13	69	19	0	13	75	13	0	38	50	13	0	25	63	13	0	31	44	25	0	6	63	31
ALTUS	245 ¹	7.6	636.9	48-5	48.9	46-5	47.8	4	29	54	13	5	36	44	14	1	26	56	17	7	31	46	16	4	36	51	9	6	25	51	17
ALVA	79 ¹	7.5	635.7	46-5	47.9	44-5	47.0	1	22	65	13	3	24	57	16	3	18	66	14	3	23	59	15	5	37	48	10	6	24	57	13
AMBER-POCASSET	27	9.2	652.5	74-6	63.4	76-6	64.8	0	4	70	26	0	11	56	33	0	4	85	11	0	15	74	11	0	37	52	11	0	30	63	7
ANADARKO	101 ¹	7.6	636.3	47-5	48.3	44-5	46.9	1	22	63	14	1	22	68	9	1	22	67	10	1	25	57	17	4	21	68	7	1	13	74	12
ANTLERS	74	7.1	631.9	39-4	44.2	36-4	42.6	5	23	65	7	5	24	59	11	4	18	57	22	3	18	49	31	8	20	50	22	8	23	42	27
ARAPAHO	13	9.7	657.3	80-7	68.0	83-7	70.2	0	0	62	38	0	8	62	31	0	15	69	15	0	0	77	23	0	0	92	8	0	8	92	0
ARDMORE	171 ¹	7.0	630.3	37-4	42.9	33-4	40.7	7	33	53	6	11	42	43	5	5	19	64	13	8	36	44	12	15	37	40	8	9	22	52	16
ARKOMA	23	8.5	644.9	62-6	56.3	62-6	56.4	0	4	70	26	0	0	52	48	0	4	78	17	0	9	48	43	4	35	48	13	0	9	83	9

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVIH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 2

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ARNETT	11	9.2	652.2	73-6	63.1	76-6	64.7	0	9	55	36	0	9	64	27	0	9	91	0	0	27	73	0	0	45	55	0	0	36	64	0
ASHER	11	7.2	632.3	40-5	44.6	36-4	42.5	0	36	64	0	0	9	36	55	0	9	82	9	9	27	36	27	0	27	64	9	18	9	64	9
ATOKA	90	7.7	637.2	49-5	49.4	47-5	48.6	8	19	54	19	8	31	49	12	1	17	64	18	6	23	47	24	2	39	48	11	9	31	47	13
BALKO	13	7.9	639.3	52-5	51.0	50-5	50.1	0	15	77	8	0	0	62	38	0	8	38	54	0	8	38	54	0	8	69	23	0	15	38	46
BARNSDALL	35	7.9	639.1	52-5	50.8	50-5	49.9	0	14	77	9	0	46	43	11	0	3	69	29	0	49	51	0	0	43	46	11	0	14	80	6
BARTLESVILLE	396 ¹	8.2	642.5	58-5	54.2	58-5	54.1	2	21	50	27	4	26	44	27	2	14	54	31	2	21	43	34	3	22	53	22	5	17	53	25
BATTIEST	26	9.4	654.6	77-7	65.2	79-7	67.2	0	8	35	58	4	19	54	23	4	38	42	15	35	54	12	0	27	50	23	0	12	50	31	8
BEAVER	26	6.8	628.6	34-4	41.2	30-4	38.8	0	31	69	0	4	46	50	0	0	27	50	23	0	35	38	27	0	35	65	0	0	31	46	23
BEGGS	45 ¹	6.9	629.7	36-4	42.3	31-4	39.6	0	60	38	2	0	53	40	7	0	18	76	7	4	40	36	20	2	44	36	18	4	31	44	20
BENNINGTON	9	7.4	634.6	44-5	46.7	40-5	44.7	0	44	44	11	0	56	44	0	0	22	78	0	0	22	56	22	0	44	56	0	0	33	44	22
BERRYHILL	71	9.0	650.0	70-6	61.0	71-6	61.9	0	14	61	25	1	24	49	25	0	23	62	15	8	35	41	15	18	46	30	6	4	44	37	15
BETHANY	62 ¹	9.0	650.8	71-6	61.7	73-6	63.1	0	15	50	35	2	21	55	23	0	29	55	16	3	32	55	10	2	48	44	6	5	32	45	18
BETHEL	71	6.8	629.1	35-4	41.8	31-4	39.3	4	51	42	3	4	56	35	4	3	39	48	10	13	35	44	8	11	39	35	14	14	25	49	11
BIG PASTURE	20	9.4	654.3	76-6	64.9	79-7	66.9	0	5	65	30	0	15	50	35	0	30	60	10	10	15	60	15	10	50	35	5	20	20	25	35
BILLINGS	9	8.1	641.2	55-5	52.8	54-5	52.1	0	22	67	11	0	44	44	11	0	33	56	11	0	22	67	11	0	22	78	0	11	11	56	22
BINGER - ONEY	33	8.2	641.8	56-5	53.4	55-5	52.8	0	45	33	21	6	36	45	12	0	15	82	3	0	12	76	12	0	48	48	3	0	18	73	9

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 3

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BIXBY	159	8.2	642.3	57-5	53.8	57-5	53.6	1	21	61	18	1	21	60	18	0	17	64	19	1	23	57	20	1	25	60	14	2	18	57	23
BLACKHILL	93	8.6	646.2	64-6	57.6	65-6	58.0	0	9	58	33	0	16	41	43	0	5	72	23	2	22	52	25	1	24	60	15	1	15	67	17
BLAIR	26	8.6	646.4	64-6	57.5	65-6	57.9	0	35	58	8	0	27	46	27	0	23	65	12	8	42	42	8	4	54	42	0	12	42	42	4
BLANCHARD	73 ¹	6.8	628.7	34-4	41.4	30-4	38.7	0	34	62	4	3	40	51	7	0	30	68	1	3	41	48	8	8	44	42	5	5	29	58	8
BLUEJACKET	17	4.7	609.1	10-2	23.4	7-2	19.5	0	76	24	0	0	76	24	0	0	47	53	0	6	24	71	0	0	47	53	0	0	35	65	0
BOISE CITY	30 ¹	8.1	641.6	56-5	53.3	55-5	52.5	0	13	63	23	0	17	60	23	0	13	80	7	0	17	70	13	0	10	73	17	0	3	67	30
BOKOSHE	16	7.3	632.8	41-5	45.0	37-4	42.9	0	25	63	13	0	31	69	0	0	38	63	0	0	44	56	0	25	38	38	0	6	38	56	0
BOLEY	9	6.1	622.3	24-4	35.3	20-3	32.3	0	33	67	0	0	56	44	0	0	11	89	0	0	22	78	0	11	33	56	0	11	56	22	11
BOONE-APACHE	37	7.2	632.3	40-5	44.6	37-4	42.9	3	30	65	3	3	30	68	0	3	22	70	5	14	16	62	8	3	32	62	3	11	11	49	30
BOSMELL	17	6.9	629.7	36-4	42.2	32-4	40.0	12	71	12	6	24	71	6	0	0	47	53	0	0	59	35	6	18	65	18	0	0	47	47	6
BOWLEGS	20	6.6	626.1	30-4	39.0	27-4	36.8	15	35	50	0	15	45	40	0	5	10	80	5	5	65	30	0	10	70	20	0	5	70	20	5
BOYNTON	14	8.2	642.4	57-5	53.8	57-5	53.5	0	7	57	36	0	7	79	14	0	14	64	21	0	14	71	14	14	7	71	7	0	7	71	21
BRAGGS	12	7.7	636.8	48-5	48.7	45-5	47.3	0	0	92	8	0	0	100	0	0	0	92	8	0	8	83	8	0	25	67	8	0	8	75	17
BRAMAN	6	8.5	645.5	63-6	57.1	63-6	57.2	0	17	67	17	0	17	67	17	0	0	67	33	0	0	50	50	0	0	83	17	0	0	83	17
BRAY-DOYLE	29	8.9	649.7	69-6	60.7	71-6	61.8	0	24	41	34	0	24	45	31	3	41	45	10	14	31	48	7	10	38	48	3	10	14	52	24
BRIDGE CREEK	62	7.2	632.9	41-5	45.2	38-4	43.5	2	32	53	13	2	34	48	16	2	24	53	21	0	18	45	37	3	18	42	37	3	19	42	35

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 4

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BRISTOW	96	8.3	643.8	60-6	55.3	60-6	55.4	0	20	51	29	1	18	53	28	0	4	78	18	3	26	52	19	1	32	58	8	5	28	48	19
BROKEN ARROW	933 ¹	8.3	643.4	60-6	55.1	60-6	55.1	2	19	53	25	3	21	52	24	1	18	60	21	3	22	55	19	5	30	49	16	4	19	55	23
BROKEN BOW	145	7.0	630.8	37-4	43.2	34-4	41.5	5	43	39	14	14	47	32	7	6	33	46	16	11	32	41	17	6	32	51	11	6	22	55	17
BUFFALO	21	7.5	635.5	45-5	47.4	43-5	46.0	0	19	76	5	0	43	52	5	0	19	52	29	5	5	52	38	5	24	62	10	5	29	43	24
BUFFALO VALLEY	14 ¹	7.8	638.9	52-5	50.8	50-5	50.0	0	36	57	7	0	36	64	0	0	36	57	7	0	43	50	7	29	29	43	0	57	7	29	7
BURLINGTON	5																														
BURNS FLAT	23	9.7	658.0	81-7	68.8	85-7	71.4	0	17	48	35	0	4	43	52	0	0	100	0	0	13	61	26	4	43	52	0	0	17	57	26
BUTLER	12	7.6	636.1	47-5	48.2	44-5	46.6	0	42	50	8	0	33	58	8	0	42	58	0	0	8	33	58	0	42	58	0	0	25	50	25
BUTNER	21	6.9	629.7	36-4	42.4	31-4	39.6	5	76	19	0	5	52	33	10	5	24	62	10	0	24	76	0	5	52	38	5	5	29	62	5
BYNG	94	6.9	629.7	36-4	42.3	31-4	39.8	5	43	46	6	3	39	46	12	2	39	50	9	7	26	51	16	3	38	49	10	3	35	39	22
CACHE	66 ¹	6.7	628.1	33-4	40.9	29-4	38.4	5	30	58	8	6	52	33	9	5	18	62	15	3	18	59	20	9	33	48	9	12	32	42	14
CADDO	16	9.8	658.6	82-7	69.1	85-7	71.9	0	0	38	63	0	0	69	31	0	0	63	38	0	6	63	31	0	25	63	13	6	50	31	13
CALERA	36	7.5	635.1	45-5	47.2	42-5	45.5	0	25	58	17	0	28	61	11	0	19	58	22	3	25	47	25	3	19	53	25	6	17	53	25
CALUMET	10	9.3	653.1	74-6	63.7	77-7	65.3	0	0	80	20	0	0	60	40	0	0	60	40	0	0	30	70	0	0	60	40	0	0	80	20
CALVIN	13	8.3	643.1	58-5	54.3	58-5	54.1	0	0	92	8	0	46	54	0	0	38	54	8	0	38	54	8	8	46	38	8	8	54	38	0
CAHERON	29	7.3	633.2	42-5	45.5	35-4	43.4	0	24	72	3	0	41	52	7	0	21	69	10	0	17	69	14	0	48	45	7	0	21	62	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
 NORMS: SPRING
 GRADE: 10
 LEVEL: ADVANCED 2
 FORM: K
 WRITING TYPE: EXPOSITORY

LIST OF AVERAGES
 FOR
 OKLAHOMA

District Listing is Alphabetical.

PAGE 5

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN R S	MEAN S S	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CANADIAN	11	6.2	622.8	26-4	36.2	22-3	34.0	18	45	18	18	18	45	36	0	9	73	18	0	9	45	45	0	0	27	64	9	9	64	27	0
CANEY	19	6.9	630.2	36-4	42.5	33-4	40.7	5	26	68	0	0	26	68	5	0	37	58	5	0	21	68	11	0	21	63	16	0	16	68	16
CANEY VALLEY	39	7.6	636.5	47-5	48.4	44-5	46.9	0	26	69	5	5	36	56	3	0	36	59	5	3	28	62	8	0	26	56	18	3	36	49	13
CANTON	37	8.7	647.2	66-6	58.4	67-6	59.3	3	16	65	16	3	27	54	16	0	27	70	3	0	19	73	8	3	59	32	5	0	19	68	14
CANUTE	20	7.8	638.4	50-5	50.1	48-5	49.0	5	25	60	10	0	20	50	30	0	45	45	10	0	20	65	15	5	25	55	15	0	10	55	35
CARNEGIE	45	8.6	645.9	63-6	57.1	64-6	57.4	0	18	62	20	0	22	56	22	0	16	69	16	0	29	60	11	0	44	53	2	0	11	71	18
CARNEY	15	7.4	634.4	43-5	46.5	40-5	44.8	0	20	80	0	0	20	80	0	0	13	87	0	7	27	53	13	7	40	33	20	0	33	40	27
CARTER	8	6.6	627.3	32-4	40.1	27-4	37.1	13	38	38	13	13	25	50	13	13	38	38	13	13	38	38	13	13	25	63	0	25	25	38	13
CASHION	23 ¹	7.8	638.0	50-5	49.9	48-5	48.7	0	13	70	17	0	26	61	13	0	26	65	9	4	22	39	35	0	26	57	17	0	17	52	30
CATOOSA	123 ¹	7.0	630.5	38-4	43.3	35-4	41.8	6	41	43	11	13	43	20	24	2	16	70	13	8	33	43	16	8	33	40	19	7	25	50	18
CAVE SPRINGS	16	7.0	630.7	37-4	43.1	34-4	41.3	13	50	38	0	13	44	44	0	0	13	88	0	0	31	44	25	0	25	63	13	0	0100	0	
CEMENT	18	6.5	625.9	30-4	39.2	25-4	35.6	0	83	11	6	0	50	44	6	0	33	50	17	6	0	50	44	0	11	56	33	0	11	61	28
CENTRAL	27	6.9	629.9	36-4	42.4	32-4	40.2	0	44	52	4	7	41	37	15	4	22	56	19	4	37	41	19	0	44	44	11	7	37	48	7
CENTRAL HIGH	26	6.3	623.7	27-4	36.8	21-3	33.2	4	58	38	0	8	50	42	0	0	50	46	4	8	38	46	8	4	27	50	19	8	27	62	4
CHANDLER	82	8.1	641.1	55-5	52.7	55-5	52.4	2	17	70	11	2	22	68	7	2	27	59	12	6	18	59	17	9	30	49	12	10	20	59	12
CHATTANOOGA	18	7.7	637.6	49-5	49.5	47-5	48.3	0	11	78	11	0	6	83	11	0	6	72	22	0	6	72	22	0	11	61	28	0	0100	0	

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 6

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CHECOTAH	95	7.2	632.9	41-5	45.2	38-4	43.4	1	41	52	6	5	49	37	8	0	39	55	6	3	35	41	21	6	31	53	11	11	32	46	12
CHELSEA	41 ¹	8.0	640.1	53-5	51.7	52-5	51.2	3	13	73	13	5	13	58	25	0	20	70	10	3	23	48	28	0	25	55	20	3	20	68	10
CHEROKEE	24	8.0	640.8	55-5	52.4	53-5	51.7	0	17	63	21	0	17	67	17	0	25	54	21	0	25	63	13	4	42	50	4	17	46	38	0
CHEYENNE	22 ¹	6.3	623.8	27-4	37.0	22-3	33.5	9	50	41	0	18	45	32	5	0	36	55	9	9	32	45	14	0	32	50	18	0	27	55	18
CHICKASHA	144 ¹	8.2	642.5	58-5	54.0	57-5	53.8	1	18	56	26	3	27	48	22	0	28	42	30	1	23	47	28	3	25	48	24	4	20	58	18
CHISHOLM	66	8.1	641.5	56-5	53.0	55-5	52.5	0	21	64	15	2	32	53	14	0	18	68	14	6	14	47	33	3	21	58	18	5	12	61	23
CHOCTAW/NICOMA PARK	283 ¹	8.2	642.3	58-5	54.0	58-5	54.0	4	30	44	22	5	31	44	20	2	24	56	18	4	27	46	23	4	35	49	12	6	24	49	20
CHOUTEAU-MAZIE	42 ¹	8.1	641.1	56-5	52.9	54-5	52.1	0	17	71	12	2	45	31	21	0	0	86	14	2	36	48	14	0	43	57	0	0	24	57	19
CIMARRON PUBLIC SCHO	27	7.8	638.5	51-5	50.4	49-5	49.3	0	44	41	15	4	44	41	11	7	37	52	4	15	41	37	7	15	37	44	4	19	26	56	0
CLAREMORE	235 ¹	8.6	646.6	65-6	57.9	66-6	58.5	2	16	57	26	1	19	55	25	0	18	67	15	2	25	60	14	1	56	7	3	24	54	19	
CLAYTON	29	7.9	639.2	52-5	50.9	51-5	50.6	3	21	59	17	7	21	66	7	7	17	66	10	3	24	52	21	7	17	72	3	7	17	52	24
CLEVELAND	96 ¹	8.1	641.3	55-5	52.8	55-5	52.8	5	24	48	23	6	33	43	18	0	11	77	11	3	21	65	11	3	33	48	16	3	18	68	11
CLINTON	117 ¹	7.9	639.0	52-5	50.8	50-5	50.1	2	26	56	17	4	32	44	21	5	20	60	15	14	32	40	15	18	50	25	7	14	31	42	14
COALGATE	62 ¹	7.8	637.9	50-5	49.8	48-5	49.0	6	21	60	13	5	37	42	16	0	23	71	6	8	35	39	18	5	29	55	11	8	29	50	13
COLBERT	40	6.5	626.2	30-4	39.1	26-4	36.4	5	43	48	5	8	48	45	0	0	23	65	13	8	45	43	5	23	38	38	3	23	20	50	8
COLCORD	36	7.1	631.8	39-4	44.1	36-4	42.3	0	33	50	17	3	44	42	11	0	39	53	8	0	39	42	19	0	47	36	17	6	22	64	8

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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THE PSYCHOLOGICAL CORPORATION
HARVARD UNIVERSITY

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 7

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COLEMAN	10	9.6	656.1	78-7	66.5	81-7	68.6	0	0	20	80	0	0	30	70	0	0	100	0	0	0	80	20	0	10	70	20	0	0	100	0
COLLINSVILLE	90 ¹	6.8	629.1	35-4	41.6	31-4	39.5	2	70	28	0	10	64	24	1	0	40	60	0	8	51	41	0	7	63	28	2	3	42	49	6
COMANCHE	61	8.1	641.4	56-5	53.1	55-5	52.8	2	15	62	21	0	25	52	23	0	20	66	15	2	10	51	38	2	30	59	10	7	21	44	28
COMMERCE	46 ¹	8.0	640.5	54-5	52.2	53-5	51.5	2	40	49	9	2	40	47	11	0	29	64	7	7	49	40	4	7	58	36	0	2	31	58	9
COPAN	23	7.2	632.8	41-5	45.3	38-4	43.7	4	35	57	4	9	35	48	9	4	22	65	9	22	13	52	13	4	30	52	13	4	26	43	26
CORDELL	37	8.1	640.9	55-5	52.4	54-5	52.3	0	14	62	24	0	24	43	32	0	8	78	14	0	24	49	27	5	32	54	8	3	5	73	19
COVINGTON-DOUGLAS	19	6.8	628.8	34-4	41.5	30-4	39.2	0	26	53	21	0	32	58	11	0	0	89	11	0	16	84	0	0	5	95	0	0	0	95	5
CONETA	144	8.1	640.9	55-5	52.5	54-5	51.9	0	28	51	21	1	24	53	23	0	17	57	26	1	20	58	22	1	29	50	19	1	17	70	12
COYLE	23	7.1	632.0	39-4	44.2	36-4	42.5	0	30	48	22	0	43	52	4	0	26	70	4	0	35	39	26	9	30	35	26	9	35	43	13
CRESCENT	49	8.1	641.6	56-5	53.0	55-5	52.5	0	20	76	4	0	18	69	12	0	8	73	18	0	4	63	33	4	31	59	6	0	16	65	18
CROOKED OAK	32	9.5	655.5	78-7	66.1	81-7	68.1	0	0	53	47	0	6	53	41	0	3	63	34	0	3	38	59	0	22	56	22	6	22	34	38
CROWDER	47	5.6	617.5	18-3	30.9	15-3	27.8	13	49	38	0	11	57	30	2	0	43	53	4	2	49	40	9	9	43	36	13	0	40	51	9
CUSHING	120 ¹	8.2	641.9	57-5	53.5	56-5	53.2	3	13	61	23	3	14	58	25	0	21	56	23	2	13	45	39	5	14	61	20	3	13	64	20
CUSTER CITY	19 ¹	6.7	627.4	32-4	40.4	28-4	37.9	12	41	47	0	12	59	29	0	12	59	29	0	29	35	35	0	24	53	18	6	47	41	6	6
CYRIL	21	8.1	641.2	55-5	52.8	54-5	52.3	0	24	67	10	0	19	57	24	0	14	81	5	0	5	33	62	0	10	57	33	5	10	38	48
DALE	45	7.9	639.4	52-5	51.2	51-5	50.6	2	20	67	11	2	11	69	18	2	27	56	16	7	27	42	24	11	22	53	13	4	13	60	22

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 8

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DAVENPORT	28	7.5	635.1	45-5	47.1	42-5	45.6	4	50	46	0	0	43	50	7	4	50	39	7	18	32	36	14	4	39	54	4	7	36	46	11
DAVIDSON	6	8.3	643.3	59-5	54.5	58-5	54.4	0	50	50	0	0	50	50	0	0	33	67	0	0	33	67	0	0	83	17	0	0	17	83	0
DAVIS	50	8.4	644.3	61-6	55.9	61-6	56.1	0	14	64	22	0	20	46	34	4	16	58	22	2	14	48	36	4	22	62	12	4	22	56	18
DEER CREEK	66	9.3	653.6	75-6	64.5	78-7	66.1	0	5	67	29	0	12	47	41	0	2	64	35	0	5	71	24	0	30	61	9	0	15	68	17
DEER CREEK-LAMONT	13	8.4	644.1	60-6	55.4	60-6	55.3	0	23	62	15	0	15	77	8	0	31	62	8	0	0	69	31	0	15	69	15	0	38	31	31
DELAWARE	8 ¹	6.4	625.4	29-4	38.2	25-4	35.7	38	38	25	0	0	63	38	0	38	50	13	0	38	38	25	0	0	63	38	0	0	50	38	13
DEPEN	32	6.0	621.4	24-4	34.8	18-3	30.8	3	66	31	0	3	50	47	0	0	63	38	0	6	53	41	0	13	56	28	3	25	25	50	0
DEMAR	20	7.1	631.6	39-4	44.1	35-4	41.9	0	25	60	15	0	25	60	15	0	5	90	5	0	40	60	0	0	35	60	5	5	30	55	10
DEMEY	76	7.3	633.2	41-5	45.4	38-4	43.4	4	43	46	7	3	45	45	8	0	17	72	11	1	26	67	5	0	32	61	8	3	24	63	11
DIBBLE	31	7.7	637.3	49-5	49.3	47-5	48.2	0	19	58	23	0	23	68	10	0	42	48	10	0	16	65	19	0	16	74	10	0	42	48	10
DICKSON	66 ¹	6.8	629.2	35-4	41.8	31-4	39.5	6	47	42	5	8	52	36	5	5	42	47	6	12	32	45	11	11	36	48	5	12	32	45	11
DILL CITY	4																														
DOVER	20	6.6	626.7	31-4	39.5	26-4	36.6	0	30	70	0	5	35	55	5	0	10	65	25	0	40	30	30	5	35	30	30	10	40	25	25
DRUMMOND	19	8.9	649.3	69-6	60.4	70-6	61.2	0	16	47	37	0	21	58	21	0	11	47	42	0	21	53	26	0	11	47	42	0	16	32	53
DRUMRIGHT	51	7.4	634.2	43-5	46.3	40-5	44.5	4	27	59	10	0	25	61	14	0	18	57	25	2	18	45	35	0	29	63	8	2	14	63	22
DUKE	17	8.8	648.0	67-6	59.1	68-6	60.0	0	12	53	35	0	6	41	53	0	29	47	24	0	12	41	47	0	24	47	29	0	18	35	47

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 9

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DUNCAN	239 ¹	7.7	637.2	48-5	49.1	46-5	47.9	0	11	76	13	0	19	66	16	0	5	76	18	1	19	57	23	2	15	58	25	2	14	59	26
DURANT	157 ¹	6.8	628.7	34-4	41.4	30-4	39.2	8	36	47	9	5	34	50	11	1	19	60	20	3	20	59	18	4	32	52	13	7	12	53	28
DUSTIN	3																														
EAGLETOWN	13	7.4	634.4	43-5	46.4	40-5	44.8	0	54	38	8	15	54	31	0	8	62	23	8	23	46	23	8	23	54	23	0	15	46	31	8
EAKLY	10	8.2	642.2	57-5	53.5	56-5	53.2	0	50	50	0	0	20	70	10	0	0	100	0	0	30	70	0	0	90	10	0	0	20	80	0
EARLSBORO	12	7.0	630.7	38-4	43.3	33-4	40.8	0	8	75	17	0	8	75	17	0	8	83	8	0	8	75	17	0	8	75	17	0	17	83	0
EDMOND	857 ¹	8.1	641.5	56-5	53.1	56-5	53.0	4	22	54	19	3	26	47	24	1	16	61	22	2	20	49	29	2	27	53	18	2	21	54	22
EL RENO	178 ¹	7.3	633.1	41-5	45.3	38-4	43.8	6	31	56	7	5	38	51	5	1	20	72	7	2	31	54	13	6	36	45	14	4	24	58	14
ELDORADO	7	7.6	636.1	47-5	48.3	44-5	46.6	0	29	71	0	0	43	57	0	0	29	57	14	0	43	43	14	14	43	29	14	14	29	29	29
ELGIN	63	8.4	644.0	60-6	55.4	61-6	55.6	2	27	52	19	2	16	56	27	2	29	57	13	5	33	41	21	8	30	49	13	6	24	57	13
ELK CITY	131 ¹	7.6	636.1	46-5	48.1	44-5	46.7	2	26	66	7	2	31	57	11	1	30	61	8	1	27	50	22	3	37	50	11	0	13	69	18
ELMORE CITY	23	7.8	638.0	50-5	49.8	48-5	48.7	0	13	78	9	0	17	57	26	0	22	78	0	0	9	43	48	0	26	52	22	0	17	52	30
EMPIRE	40	8.7	647.3	66-6	58.5	67-6	59.0	0	13	33	55	0	15	48	38	0	15	58	28	5	18	45	33	8	18	55	20	8	10	63	20
ENID	370 ¹	7.8	638.1	50-5	50.0	48-5	49.1	3	32	50	16	4	36	43	17	1	25	59	15	4	24	51	21	4	34	45	18	3	26	50	21
ERICK	10	9.3	653.1	74-6	63.5	77-7	65.3	0	0	50	50	0	10	60	30	0	0	90	10	0	60	40	0	30	70	0	0	0	20	80	0
EUFAULA	69	8.1	640.9	55-5	52.4	54-5	52.1	3	14	64	19	3	28	59	10	0	22	65	13	4	33	42	20	9	36	39	16	3	38	43	16

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVIH

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 10

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FAIRLAND	28	7.3	633.4	42-5	45.7	39-4	44.2	11	36	50	4	7	29	54	11	4	18	68	11	0	25	61	14	7	29	29	36	7	32	43	18
FAIRVIEW	49	8.1	641.8	56-5	53.3	56-5	52.9	0	27	55	18	2	39	43	16	2	8	73	16	2	18	49	31	2	22	53	22	6	12	63	18
FARGO	16	7.7	637.4	49-5	49.6	47-5	48.2	0	63	25	13	0	44	44	13	0	38	63	0	0	13	75	13	0	38	50	13	0	19	69	13
FELT	7	7.3	633.6	42-5	45.6	39-4	44.2	14	29	43	14	0	43	57	0	0	57	43	0	0	14	57	29	0	29	29	43	0	14	57	29
FLETCHER	28	7.3	633.8	43-5	46.0	39-4	44.3	4	61	36	0	7	54	39	0	0	25	75	0	4	36	50	11	7	46	39	7	0	29	68	4
FORGAN	16	6.5	626.1	30-4	39.0	25-4	35.9	0	81	6	13	0	44	44	13	0	50	38	13	0	44	38	19	6	75	6	13	6	44	38	13
FORT COBB - BROXTON	24	8.5	646.0	64-6	57.4	65-6	58.2	4	17	46	33	4	25	42	29	4	25	54	17	8	25	54	13	13	25	54	8	17	29	42	13
FORT SUPPLY	9	7.6	635.6	45-5	47.5	43-5	46.0	0	33	67	0	0	33	67	0	0	22	78	0	0	56	44	0	0	56	44	0	0	44	56	0
FOX	29	7.6	635.8	46-5	47.7	43-5	46.2	0	66	34	0	3	55	41	0	0	24	72	3	0	34	48	17	0	28	52	21	0	17	72	10
FOYIL	33	7.9	639.7	53-5	51.5	51-5	50.7	3	36	48	12	3	30	39	27	0	27	67	6	3	9	61	27	0	27	52	21	0	15	52	33
FREDERICK	74	7.9	640.0	53-5	51.8	52-5	51.1	1	24	54	20	3	31	50	16	1	19	72	8	9	26	43	22	8	43	43	5	8	27	49	16
FREEDOM	7	7.7	637.3	48-5	49.0	46-5	47.9	0	29	71	0	0	29	71	0	0	0	71	29	0	43	29	29	14	43	43	0	0	14	86	0
FRONTIER	18	7.7	637.6	49-5	49.5	46-5	48.1	0	44	50	6	0	61	39	0	0	11	89	0	0	72	28	0	0	44	56	0	0	17	83	0
FT GIBSON	123 ¹	7.7	637.5	49-5	49.5	47-5	48.6	5	26	53	16	6	27	44	24	3	32	54	11	8	36	39	17	7	43	41	8	10	37	41	11
FT TONSON	22	7.6	636.3	47-5	48.3	45-5	47.1	0	27	59	14	0	23	68	9	0	9	68	23	5	23	59	14	0	27	68	5	0	41	45	14
GAGE	14	7.6	637.1	48-5	49.0	47-5	48.3	7	14	64	14	0	29	64	7	0	7	64	29	0	21	57	21	0	21	71	7	0	14	86	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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PROCESS NO. 19396000-BK93-00326-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 11

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GAHS	17	9.2	651.9	72-6	62.8	75-6	64.0	0	29	41	29	0	0	76	24	0	6	65	29	6	24	17	12	12	24	59	6	0	24	71	6
GARBER	28	8.5	645.7	63-6	56.9	64-6	57.5	0	11	61	29	0	18	61	21	0	4	64	32	0	11	43	46	4	18	61	18	4	14	57	25
GEARY	29	8.1	641.6	56-5	53.1	55-5	52.6	0	24	62	14	0	17	72	10	0	45	52	3	7	21	66	7	10	62	24	3	7	24	55	14
GERONIMO	20	7.5	634.7	44-5	46.9	41-5	45.2	5	45	40	10	15	50	30	5	15	50	30	5	35	40	25	0	20	30	45	5	10	20	55	15
GLENCOE	19	8.6	646.5	64-6	57.6	65-6	58.0	0	5	47	47	0	11	63	26	0	0	79	21	5	32	42	21	0	32	58	11	5	16	68	11
GLENPOOL	109	7.5	635.7	46-5	47.8	43-5	46.5	3	42	41	14	2	35	35	28	0	39	51	10	4	32	42	22	8	51	36	5	6	33	41	20
GOODHELL	11	8.6	646.7	65-6	58.1	66-6	58.5	0	0	55	45	0	18	36	45	0	18	64	18	0	18	27	55	9	0	45	45	0	9	45	45
GORE	44 ¹	8.7	647.5	66-6	58.6	67-6	59.4	2	25	45	27	5	34	34	27	2	16	59	23	5	20	41	34	2	43	32	23	5	30	32	34
GRACEMONT	13	6.6	627.2	31-4	39.8	28-4	37.7	8	38	31	23	23	15	54	8	0	38	54	8	31	46	23	0	23	31	46	0	23	31	38	8
GRAHAM	20	7.4	634.6	44-5	46.8	41-5	45.1	5	35	55	5	5	45	45	5	5	25	55	15	0	10	35	55	5	15	55	25	5	5	50	40
GRANDFIELD	24	8.2	641.9	56-5	53.4	56-5	52.9	0	8	71	21	0	8	75	17	0	17	71	13	0	33	58	8	0	25	63	13	4	21	58	17
GRANITE	19 ¹	8.2	642.6	58-5	54.2	57-5	53.7	0	16	63	21	0	32	53	16	0	26	63	11	5	42	42	11	11	11	74	5	0	21	63	16
GRANT	19	5.5	616.2	17-3	29.8	13-3	26.0	11	58	32	0	0	68	32	0	0	47	53	0	11	53	37	0	21	63	16	0	5	63	32	0
GROVE (Delaware Co.)	120 ¹	8.2	642.4	58-5	54.2	57-5	53.9	1	28	44	27	1	29	43	27	1	22	62	16	1	28	61	10	7	28	55	11	4	34	48	13
GUTHRIE	223	8.2	642.4	57-5	53.9	57-5	53.6	2	23	55	20	5	26	44	25	1	23	65	11	8	26	39	27	6	34	45	15	6	24	45	25
GUYMON	114	7.9	639.1	52-5	50.9	51-5	50.3	3	25	56	17	3	31	51	16	0	20	58	22	4	21	56	18	1	16	56	27	0	10	63	27

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 12

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HAILEYVILLE	28	8.3	642.9	59-5	54.6	58-5	54.4	0	18	57	25	4	32	50	14	0	18	50	32	7	36	36	21	7	25	39	29	18	21	39	21
HAMMON	16	7.5	635.4	46-5	47.7	42-5	45.8	0	38	50	13	0	31	56	13	0	31	63	6	0	44	44	13	0	44	25	31	6	19	44	31
HANNA	4																														
HARDESTY	7	8.4	644.4	60-6	55.5	61-6	55.7	0	0	86	14	0	14	57	29	0	0	71	29	0	0	29	71	0	0	57	43	0	0	86	14
HARRAH	101 ¹	8.1	641.0	55-5	52.7	54-5	52.2	0	25	58	17	1	26	58	15	0	20	68	12	0	44	49	8	26	36	35	4	7	25	60	8
HARTSHORNE	59	7.1	631.8	40-5	44.6	38-4	43.4	10	41	37	12	14	34	37	15	5	41	44	10	12	41	36	12	15	37	42	5	10	24	59	7
HASKELL	38	7.4	634.1	43-5	46.3	41-5	45.0	3	39	58	0	3	47	47	3	3	45	42	11	3	37	55	5	16	45	37	3	3	29	63	5
HAWORTH	39	8.2	641.7	56-5	53.2	55-5	52.7	0	31	54	15	0	31	64	5	3	26	49	23	8	33	44	15	5	51	41	3	8	28	56	8
HEALDTON	37	8.1	640.8	55-5	52.4	53-5	51.8	0	8	76	16	0	30	59	11	0	16	62	22	3	27	57	14	0	30	62	8	3	14	68	16
HEAVENER	61	7.4	634.2	43-5	46.3	40-5	44.7	2	46	44	8	2	39	56	3	2	21	66	11	2	36	44	18	2	31	56	11	3	33	49	15
HELENA-GOLTRY	19	8.2	641.7	56-5	53.2	55-5	52.8	0	26	63	11	0	26	58	16	0	21	79	0	0	26	58	16	5	32	47	16	0	21	47	32
HENNESSEY	44 ¹	7.4	634.3	43-5	46.4	40-5	44.7	0	39	43	18	0	30	66	5	2	32	52	14	0	11	73	16	2	34	57	7	0	14	52	34
HENRYETTA	63 ¹	7.5	635.6	46-5	47.7	43-5	46.5	2	30	57	11	3	40	43	14	2	19	70	10	6	21	59	14	3	17	65	14	3	14	65	17
HILDALE	95 ¹	8.6	645.8	63-6	57.1	64-6	57.3	2	14	61	23	2	19	57	22	1	15	69	15	2	18	57	23	4	27	46	22	4	13	52	32
HINTON	33	8.0	640.5	54-5	52.0	53-5	51.6	9	33	45	12	12	39	30	18	3	24	58	15	6	27	42	24	9	33	36	21	3	27	42	27
HOBART	53	7.7	637.1	48-5	48.9	46-5	47.8	0	32	64	4	8	45	38	9	0	25	57	19	4	45	36	15	8	42	42	9	8	30	55	8

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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PROCESS NO. 19396000-OK93-00328-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 13

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HOLDENVILLE	64	8.0	640.3	54-5	52.0	53-5	51.4	0	44	47	9	0	34	45	20	0	33	56	11	5	22	56	17	6	39	47	8	8	30	48	14
HOLLIS	47 ¹	7.4	634.7	44-5	46.7	42-5	45.5	6	23	40	11	2	40	51	6	2	26	60	13	15	28	36	21	6	40	43	11	9	30	40	21
HOMINY	50 ¹	7.6	636.5	47-5	48.4	44-5	47.0	2	34	56	8	6	36	46	12	2	44	48	6	8	32	40	20	8	40	44	8	10	16	38	36
HOOVER	33 ¹	7.7	637.1	48-5	49.0	46-5	47.6	0	39	52	9	0	39	61	0	0	27	55	18	0	33	45	21	0	12	61	27	0	9	64	27
HOME	14	7.5	635.4	45-5	47.4	42-5	45.8	0	14	86	0	0	36	57	7	0	0	86	14	0	14	71	14	0	21	64	14	0	21	79	0
HUGO	96 ¹	8.2	641.9	56-5	53.4	56-5	53.1	0	22	53	25	0	25	61	14	1	38	52	9	3	26	51	20	15	32	48	5	13	28	45	15
HULBERT	44	7.9	639.0	51-5	50.7	50-5	49.9	2	30	57	11	2	43	48	7	0	25	50	25	2	32	59	7	14	43	34	9	14	39	41	7
HYDRO	21	8.4	643.9	60-6	55.1	60-6	55.1	0	24	57	19	5	38	52	5	0	10	76	14	0	43	33	24	0	29	52	19	0	19	62	19
IDABEL	125	7.7	637.3	49-5	49.2	46-5	48.0	0	18	63	18	3	26	62	9	1	19	72	8	8	28	43	21	15	34	44	6	13	20	50	17
INDIAHOMA	7	6.9	629.1	35-4	41.9	30-4	38.9	0	43	57	0	0	43	43	14	0	0	100	0	0	0	100	0	0	29	71	0	0	14	86	0
INDIANOLA	27	6.2	622.9	25-4	36.0	20-3	32.6	0	56	44	0	0	52	44	4	0	30	67	4	0	33	59	7	0	22	74	4	0	19	74	7
INOLA	48	7.7	637.2	48-5	49.0	46-5	47.9	2	29	54	15	2	25	50	23	0	31	52	17	2	19	56	23	0	23	58	19	0	25	54	21
JAY	89 ¹	6.9	630.1	36-4	42.6	33-4	40.5	5	42	50	4	6	48	43	4	2	31	58	8	4	39	44	13	13	45	29	13	10	45	35	11
JENKS	495 ¹	8.6	646.1	64-6	57.5	65-6	58.1	3	16	50	31	2	19	51	27	1	14	57	28	2	20	55	23	3	25	60	12	3	14	59	24
JET NASH	15	8.9	648.8	68-6	59.8	70-6	61.3	0	27	67	7	0	13	67	20	0	40	47	13	7	27	47	20	20	33	27	20	7	27	40	27
JONES	87	7.3	633.3	42-5	45.6	39-4	43.9	3	33	52	11	0	32	60	8	0	29	53	18	1	21	51	28	0	26	54	20	2	23	61	14

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE INDEPENDENT SCHOOLS
HARCOURT BRACE JOVANOVICH

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
KANSAS	40 ¹	6.7	627.8	33-4	40.6	28-4	37.7	3	43	50	5	3	55	35	8	0	50	40	10	5	48	35	13	13	68	20	0	8	33	40	20
KELLYVILLE	64 ¹	6.0	621.1	23-4	34.5	19-3	31.5	9	41	50	0	8	48	39	5	2	33	58	8	3	39	47	11	14	41	44	2	6	20	69	5
KEOTA	22	7.6	636.8	47-5	48.6	46-5	47.9	0	41	50	9	5	45	45	5	0	36	59	5	0	41	50	9	5	41	55	0	0	45	41	14
KETCHUM	29	8.1	641.1	55-5	52.7	55-5	52.6	3	21	62	14	3	31	48	17	0	17	79	3	0	14	66	21	0	38	52	10	3	14	72	10
KEYES (Cimarron Co.)	8	8.4	643.9	60-6	55.2	59-5	54.9	0	13	50	38	0	13	63	25	0	13	38	50	0	0	63	38	0	0	63	38	0	13	75	13
KIEFER	36 ¹	6.3	623.9	27-4	37.0	22-3	33.6	3	42	56	0	0	47	53	0	0	53	47	0	3	44	36	17	3	58	31	8	0	33	61	6
KINGFISHER	84	6.7	628.2	34-4	41.0	30-4	38.9	10	46	30	14	7	44	40	8	0	29	67	5	4	14	49	33	2	26	49	23	2	25	46	26
KINGSTON	55	6.1	622.1	24-4	35.4	20-3	32.5	5	60	31	4	5	44	45	5	15	44	38	4	18	45	31	5	11	49	33	7	16	20	53	11
KINTA	17	8.0	640.2	53-5	51.8	52-5	50.9	0	18	82	0	0	6	94	0	0	29	71	0	0	12	65	24	0	12	76	12	0	12	59	29
KIOWA	26	7.3	633.4	42-5	45.6	38-4	43.5	0	38	50	12	0	54	42	4	0	35	50	15	0	15	73	12	0	19	62	19	0	27	62	12
KONAHA	43	7.5	634.9	44-5	47.0	41-5	45.3	0	35	60	5	0	16	72	12	0	12	65	23	0	33	53	14	0	5	84	12	0	19	67	14
KREMLIN-HILLSDALE	29	7.8	638.1	50-5	49.9	48-5	48.9	0	28	48	24	7	28	52	14	0	14	72	14	3	14	45	38	0	10	69	21	3	17	59	21
LATTA	37	8.2	642.8	58-5	54.4	58-5	54.1	0	14	70	16	0	14	54	32	0	5	86	8	0	11	73	16	0	30	57	14	0	22	62	16
LAVERNE	33	8.0	640.0	53-5	51.6	52-5	51.0	3	18	67	12	3	18	73	6	3	18	64	15	3	21	58	18	3	30	36	30	6	21	48	24
LANTON	1087 ¹	7.6	637.0	48-5	49.0	46-5	48.0	5	32	50	13	5	37	44	14	2	29	58	11	6	30	46	17	6	41	42	10	4	24	56	17
LE FLORE	25	7.0	630.6	37-4	43.2	34-4	41.4	8	44	44	4	16	40	36	8	0	36	44	20	8	32	44	16	8	40	44	8	4	24	60	12

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 15

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LEEDEY	17	8.4	643.9	60-6	55.4	60-6	55.2	0	12	65	24	0	6	59	35	0	0	82	18	0	12	29	59	0	35	41	24	0	18	53	29
LEXINGTON	63	7.2	632.3	40-5	44.7	37-4	43.1	6	38	52	3	5	41	44	10	0	19	78	3	10	27	56	8	2	33	52	13	5	27	63	5
LIBERTY-HOUNDS	26	8.7	647.6	66-6	58.6	67-6	59.4	0	8	77	15	0	8	27	65	0	0	62	38	0	8	31	62	0	4	54	42	0	4	62	35
LINDSAY	55	8.3	643.9	61-6	55.6	60-6	55.5	0	27	42	31	0	22	58	20	2	25	53	20	4	24	38	35	9	20	51	20	4	15	49	33
LITTLE AXE	82	8.0	639.8	53-5	51.6	52-5	50.9	1	26	51	22	1	32	56	11	0	28	62	10	1	30	56	12	0	26	65	10	0	22	68	10
LOCUST GROVE	119 ¹	8.0	640.2	54-5	52.0	53-5	51.6	2	18	56	24	3	26	53	18	1	21	68	10	3	33	46	18	8	36	48	8	8	30	47	14
LONEGA	13	7.3	633.5	42-5	45.7	38-4	43.6	0	31	69	0	0	46	46	8	8	46	46	0	0	38	62	0	8	77	15	0	0	31	38	31
LONE GROVE	59	6.8	628.7	34-4	41.5	30-4	38.7	5	49	39	7	3	46	42	8	3	31	56	10	2	51	39	8	8	47	37	7	10	32	42	15
LONE HOLF	20	9.4	653.9	76-6	64.8	79-7	66.7	0	10	40	50	0	10	50	40	0	20	45	35	0	15	40	45	5	10	50	35	0	20	25	55
LOOKEDA SICKLES	14	8.6	646.0	63-6	57.2	64-6	57.5	7	36	50	7	0	36	57	7	0	21	79	0	0	86	7	7	0	64	29	7	0	29	71	0
LUTHER	33	7.4	634.7	44-5	46.8	41-5	45.3	3	33	55	9	0	36	58	6	6	15	70	9	6	33	55	6	9	36	42	12	6	21	52	21
MACOMB	16	8.5	645.4	63-6	56.9	64-6	57.8	0	25	69	6	0	25	50	25	0	6	75	19	0	25	56	19	0	25	50	25	0	6	75	19
MADILL	83 ¹	7.8	638.0	50-5	49.9	48-5	48.9	4	25	48	23	6	29	52	13	1	34	55	10	10	19	52	19	6	29	57	8	12	23	48	17
MANGUM	43	7.2	632.1	40-5	44.4	36-4	42.3	5	44	51	0	5	44	47	5	0	44	51	5	2	35	56	7	5	30	56	9	2	35	40	23
MANNFORD	96 ¹	8.4	644.8	62-6	56.2	62-6	56.4	1	21	52	26	2	19	47	32	2	20	69	9	7	21	46	26	4	32	46	18	4	23	61	12
MARIETTA	40	7.9	639.5	52-5	51.2	50-5	50.2	0	33	55	13	3	40	55	3	0	23	73	5	0	18	68	15	0	40	60	0	0	23	65	13

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 16

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MARLOW	103 ¹	8.4	644.7	61-6	56.1	62-6	56.3	2	17	61	21	2	13	54	31	2	11	62	25	1	18	53	28	2	25	60	14	4	16	51	29
MASON	15 ¹	6.5	625.9	30-4	39.0	26-4	36.5	7	7	71	14	7	7	71	14	0	36	57	7	0	14	36	50	0	21	57	21	0	21	50	29
MAUD	26	6.8	629.4	35-4	41.9	32-4	40.0	12	31	23	35	12	35	50	4	12	31	46	12	12	31	31	27	4	38	54	4	0	35	54	12
MAYSVILLE	21	7.0	630.3	37-4	43.1	34-4	41.0	5	38	48	10	0	52	38	10	0	24	67	10	0	33	52	14	5	29	62	5	0	33	52	14
MC ALESTER	200 ¹	7.3	633.4	42-5	45.7	39-4	44.2	1	32	50	18	1	45	44	11	0	16	74	11	4	29	52	16	5	21	64	12	5	15	63	18
MC CURTAIN	13	9.0	650.4	71-6	61.6	73-6	62.7	8	31	31	31	0	46	15	38	0	46	38	15	15	23	54	8	15	46	31	8	15	23	54	8
MC LISH	8	6.3	623.5	26-4	36.6	21-3	33.1	0	63	38	0	0	50	50	0	0	13	75	13	0	50	25	25	0	38	63	0	0	13	63	25
MC LOUD	102	7.5	635.9	46-5	48.0	44-5	46.7	2	42	50	6	2	37	47	14	0	29	60	11	3	24	41	32	7	37	44	12	5	16	49	30
HEDFORD	17	8.2	642.6	58-5	54.1	57-5	53.7	0	0	82	18	0	12	65	24	0	6	71	24	0	18	71	12	0	6	71	24	0	24	76	0
NEEKER	78	7.7	637.3	48-5	49.1	46-5	48.0	1	41	50	8	0	58	37	5	0	10	83	6	0	33	56	10	0	53	41	6	1	17	72	10
NEHRITT	34 ¹	6.6	626.7	31-4	39.6	27-4	37.0	6	38	53	3	6	44	50	0	0	19	81	0	9	44	44	3	3	19	72	6	22	31	47	0
MIAMI	144 ¹	8.3	643.5	59-5	54.9	59-5	54.8	5	35	47	14	4	31	50	15	0	25	66	9	3	33	50	14	7	32	52	9	3	19	57	21
MIDWAY	6	6.3	624.2	28-4	37.6	22-3	33.6	0	67	33	0	0	50	50	0	0	67	33	0	17	50	33	0	0	33	67	0	0	17	50	33
MILBURN	14	6.9	629.5	35-4	42.0	32-4	39.9	7	50	43	0	7	50	36	7	0	14	79	7	0	29	64	7	0	21	71	7	0	21	71	7
MILL CREEK	8	9.0	650.0	69-6	60.7	71-6	61.7	0	0	75	25	0	13	75	13	0	13	63	25	0	25	63	13	0	38	63	0	25	13	50	13
MILLWOOD	70	6.2	623.4	26-4	36.6	22-3	33.5	11	46	40	3	9	49	40	3	1	41	46	11	13	46	31	10	14	46	31	9	19	44	30	7

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVI

191

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

PAGE 17

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HINCO	27	6.7	627.4	32-4	40.1	28-4	37.8	7	59	33	0	11	48	41	0	0	22	70	7	15	26	48	11	4	11	63	22	0	30	56	15
MOORE	1086 ¹	7.9	639.9	53-5	51.7	52-5	51.1	3	23	54	20	4	26	52	18	1	18	63	19	4	24	48	24	4	22	54	19	6	19	51	24
MOORELAND	20	8.9	648.5	67-6	59.3	68-6	60.0	0	0	60	40	0	5	75	20	0	5	60	35	0	5	80	15	0	30	60	10	0	20	45	35
MORRIS	54	7.1	631.9	39-4	44.2	35-4	42.1	0	35	50	15	2	39	54	6	0	24	65	11	0	22	65	13	2	37	48	13	6	20	54	20
MORRISON	32	8.0	640.1	53-5	51.8	52-5	51.0	0	66	31	3	9	44	34	13	0	13	72	16	0	19	50	31	0	34	53	13	0	13	75	13
MOSS	13	9.0	650.0	69-6	60.7	71-6	61.7	0	0	92	8	0	46	54	0	0	0	85	15	0	8	77	15	0	54	46	0	0	38	62	0
MOUNDS	41 ¹	7.1	631.7	39-4	43.9	36-4	42.4	12	22	54	12	7	32	51	10	2	27	61	10	0	41	44	15	12	32	51	5	24	27	39	10
MOUNTAIN VIEW-GOTEBO	38	8.3	643.6	59-5	54.9	59-5	55.0	0	37	53	11	3	21	58	18	0	29	58	13	3	42	55	0	8	39	50	3	0	13	63	24
MULDROW	101	8.8	648.7	68-6	60.0	70-6	61.2	3	17	48	33	4	27	46	24	3	24	58	15	7	30	50	13	13	39	39	10	15	31	38	17
MULHALL-ORLANDO	19	7.1	631.3	39-4	43.9	34-4	41.5	5	63	26	5	0	79	16	5	0	37	58	5	0	26	58	16	0	21	63	16	0	0	68	32
MUSKOGEE	353 ¹	7.0	631.0	38-4	43.5	35-4	41.9	9	37	42	12	11	38	42	9	4	30	53	13	14	34	41	11	12	32	49	7	9	24	55	12
MUSTANG	326 ¹	7.4	634.6	44-5	46.8	41-5	45.3	3	38	48	10	4	39	44	13	2	21	61	16	2	20	48	29	5	25	56	15	4	14	55	27
MHC/DEL CITY	987 ¹	8.1	641.1	55-5	52.8	55-5	52.4	2	21	54	23	2	25	51	21	1	15	63	21	2	18	53	27	5	25	54	17	4	21	53	23
NAVAJO	34	5.9	620.0	21-3	33.3	17-3	30.1	15	47	29	9	6	68	15	12	3	44	41	12	9	44	32	15	9	32	47	12	9	35	35	21
NEW LIMA	22	8.0	640.1	53-5	51.8	52-5	51.0	0	27	73	0	0	9	68	23	0	18	82	0	0	5	55	41	0	32	55	14	0	5	73	23
NEWCASTLE	81	7.8	638.3	50-5	50.1	49-5	49.2	2	41	44	12	1	44	33	21	0	31	57	12	0	23	58	19	1	22	63	14	0	17	58	25

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 18

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HEWKIRK	45	6.8	628.6	34-4	41.4	30-4	38.8	0	49	40	11	0	58	40	2	2	11	76	11	2	31	47	20	2	11	71	16	2	24	64	9
HINNEKAH	26	8.1	641.3	55-5	52.8	54-5	52.3	0	15	77	8	0	38	54	8	0	23	73	4	0	31	54	15	12	35	38	15	0	23	54	23
NOBLE	155 ¹	7.3	633.3	42-5	45.5	39-4	43.9	5	34	44	18	5	45	44	6	3	24	71	2	3	26	57	14	8	35	49	7	3	23	59	15
NORMAN	706 ¹	8.1	641.1	56-5	52.9	55-5	52.6	3	25	51	21	3	29	49	19	1	14	61	24	4	21	54	21	9	29	50	13	5	20	56	19
NOMATA	71 ¹	6.9	629.9	36-4	42.6	33-4	40.5	7	41	48	4	7	62	28	3	3	36	58	3	7	48	38	7	10	51	35	4	16	33	42	9
OAKS MISSION	30	6.4	624.6	28-4	37.6	24-4	35.0	10	43	43	3	13	40	47	0	7	50	40	3	23	17	40	20	10	40	33	17	3	37	37	23
DILTON	17	8.7	647.4	66-6	58.7	67-6	59.4	0	6	59	35	0	6	71	24	0	12	76	12	6	0	65	29	18	24	41	18	41	24	24	12
OKARCHE	27	9.9	659.4	83-7	70.0	86-7	72.8	0	0	48	52	0	4	41	56	0	0	52	48	0	4	44	52	0	7	59	33	0	11	63	26
OKAY	28	7.8	637.9	49-5	49.6	48-5	48.9	4	32	61	4	7	39	46	7	0	36	61	4	4	57	32	7	7	54	36	4	0	32	43	25
OKEENE	24	9.1	651.0	71-6	61.8	74-6	63.2	0	17	46	38	0	13	46	42	0	17	71	13	17	25	42	17	13	54	33	0	25	29	42	4
OKEMAH	48	8.4	644.5	61-6	55.6	61-6	55.8	2	25	60	13	2	27	44	27	0	29	60	10	2	29	52	17	10	38	48	4	2	31	46	21
OKLA CITY	1228 ¹	8.2	642.4	57-5	53.9	57-5	53.7	2	22	56	19	2	31	48	19	1	23	66	10	4	30	52	14	9	41	42	9	5	22	56	16
OKLAHOMA UNION	30 ¹	6.4	624.8	28-4	37.9	25-4	35.5	7	43	37	13	3	53	33	10	0	27	67	7	7	27	63	3	0	23	67	10	13	27	50	10
OKMULGEE	112	7.1	631.7	39-4	44.1	35-4	42.0	6	37	51	6	5	35	57	3	4	28	58	11	11	36	46	7	7	36	48	9	7	19	73	1
OKTAHA	30	9.0	649.7	69-6	60.5	71-6	61.6	0	13	70	17	0	27	57	17	0	13	67	20	0	37	47	17	0	43	43	13	0	33	50	17
OLIVE	28	7.6	636.8	48-5	48.9	45-5	47.4	0	43	43	14	0	50	29	21	0	18	64	18	4	29	57	11	0	18	64	18	11	14	61	14

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 19

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
OLNEY	10	8.4	644.2	60-6	55.5	60-6	55.3	0	0	70	30	0	20	60	20	0	70	30	0	0	10	30	60	0	10	70	20	0	20	70	10
OLUSTEE	14	7.6	636.8	48-5	48.7	46-5	47.6	0	43	50	7	0	43	43	14	0	71	29	0	7	50	43	0	14	71	14	0	7	50	29	7
OOLOGAH-TALALA	75 ¹	6.8	628.3	34-4	41.2	31-4	39.3	12	36	40	12	17	33	39	11	5	20	60	15	12	20	55	13	8	44	45	3	15	21	64	0
OMASSO	334 ¹	8.4	644.7	61-6	56.1	62-6	56.6	4	17	47	32	4	15	47	34	1	14	60	24	2	22	44	32	2	22	53	23	4	14	53	30
PADEN	17 ¹	7.9	639.6	53-5	51.3	51-5	50.4	0	41	59	0	6	24	47	24	18	47	35	0	24	41	35	0	35	35	24	6	6	24	35	35
PANAMA	48	7.8	638.2	50-5	50.0	48-5	48.9	0	42	52	6	0	52	33	15	0	8	92	0	0	27	60	13	0	54	42	4	0	17	75	8
PANOLA	18	8.1	640.6	54-5	52.1	53-5	51.5	0	61	33	6	17	61	22	0	0	22	72	6	0	44	44	11	0	33	56	11	0	22	78	0
PAOLI	15	7.0	630.5	37-4	43.0	32-4	40.3	0	13	80	7	0	53	40	7	0	33	60	7	0	27	47	27	20	27	53	0	7	53	27	13
PAULS VALLEY	82 ¹	8.9	649.1	69-6	60.2	70-6	61.1	0	2	73	25	0	12	56	32	0	7	58	35	0	11	47	42	1	12	46	41	4	12	49	35
PAMHUSKA	59	7.0	630.4	37-4	43.0	33-4	40.7	3	47	46	3	3	39	53	5	0	36	59	5	2	22	58	19	15	34	42	8	7	8	51	34
PAMNEE	43	6.6	627.1	31-4	39.8	27-4	37.3	7	47	37	9	9	49	42	0	5	44	47	5	9	37	47	7	9	42	42	7	14	33	40	14
PERKINS-TRYON	70 ¹	7.6	636.3	47-5	48.3	46-5	47.6	6	33	52	9	4	28	52	16	6	23	57	14	4	26	52	17	9	41	48	3	10	28	49	13
PERRY	74	9.2	652.0	73-6	63.0	75-6	64.4	0	22	46	32	0	22	46	32	0	18	54	28	1	26	35	38	7	36	49	8	8	24	49	19
PICHER-CARDIN	15	7.9	639.1	52-5	50.9	49-5	49.7	0	27	60	13	0	27	60	13	0	53	40	7	0	33	53	13	0	60	40	0	0	40	53	7
PIEDMONT	65	8.7	647.0	65-6	58.1	66-6	58.6	0	20	57	23	0	23	58	18	0	17	69	14	0	14	65	22	0	25	58	17	3	9	66	22
PIONEER-PLEASANT VAL	31 ¹	6.5	626.1	30-4	39.1	26-4	36.2	10	39	52	0	6	55	32	6	0	58	35	6	0	42	52	6	3	58	35	3	13	29	52	6

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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TEST DATE: 02/93
NORMS: SPRINGGRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 20

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PITTSBURG	7	8.7	647.1	65-6	58.2	66-6	58.6	0	0	71	29	0	71	29	0	0	14	86	0	0	43	57	0	14	86	0	0	0	29	71	0
PLAINVIEW-ARDMORE	103	7.8	638.5	51-5	50.4	49-5	49.6	1	25	52	21	2	34	49	16	0	12	68	20	3	19	50	27	6	28	57	9	6	22	48	24
PLEASANT-GRV-SEM	9	8.9	649.1	69-6	60.3	70-6	60.9	0	22	44	33	0	33	33	33	0	33	56	11	11	11	44	33	11	0	67	22	11	0	56	33
POCOLA	52	6.9	629.8	36-4	42.3	32-4	40.4	2	33	58	8	6	29	54	12	0	31	60	10	4	33	44	19	2	44	35	19	4	21	50	25
PONCA CITY	408 ¹	7.4	634.6	44-5	46.8	42-5	45.7	6	33	45	16	7	37	41	15	2	32	54	11	7	31	47	15	7	28	51	15	5	20	60	15
POND CREEK-HUNTER	15	6.3	623.5	27-4	36.8	21-3	32.7	0	53	47	0	0	27	67	7	0	47	53	0	0	13	40	47	0	33	27	40	0	7	47	47
PORTER CONSOLIDATED	27	6.9	629.6	35-4	42.1	31-4	39.8	0	26	74	0	7	52	33	7	4	41	48	7	7	19	63	11	4	22	74	0	26	22	41	11
PORUM	26	7.3	633.7	42-5	45.9	39-4	43.9	0	19	77	4	0	15	65	19	0	12	73	15	0	23	54	23	15	58	23	4	8	23	65	4
POTEAU	120	8.6	646.9	65-6	58.2	66-6	58.8	3	18	55	24	2	18	58	23	0	19	68	13	1	25	48	26	5	28	52	15	3	15	63	20
PRAGUE	60 ¹	6.8	628.3	34-4	41.0	29-4	38.3	5	60	35	0	7	65	28	0	2	33	65	0	2	48	43	7	7	50	40	3	12	38	45	5
PRESTON	26	9.3	653.5	75-6	64.3	78-7	66.3	4	8	35	54	0	23	27	50	0	8	54	38	0	4	38	58	4	27	42	27	0	8	65	27
PRUE	24	7.8	638.7	51-5	50.4	49-5	49.5	0	13	63	25	0	33	42	25	0	8	79	13	0	42	33	25	0	17	58	25	0	25	58	17
PRYOR	141	8.3	643.2	59-5	54.6	58-5	54.4	1	20	65	13	0	30	56	14	0	21	72	7	1	24	61	14	3	30	57	10	1	12	70	18
PURCELL	68	8.0	640.3	54-5	52.2	53-5	51.5	3	37	46	15	4	40	40	16	0	24	62	15	0	29	56	15	1	31	53	15	1	22	65	12
PUTNAM CITY	1076 ¹	8.3	643.2	59-5	54.8	59-5	54.9	3	20	49	28	3	27	43	28	1	17	61	21	2	18	55	25	4	26	51	19	2	16	56	25
QUAPAH	33	8.2	642.7	58-5	54.2	57-5	53.8	0	6	67	27	0	12	45	42	0	9	48	42	0	12	42	45	3	33	52	12	0	18	48	33

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 21

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
QUINTON	28	5.0	611.7	13-3	26.1	10-2	22.4	4	79	18	0	4	79	18	0	0	39	61	0	0	39	57	4	0	29	64	7	4	25	68	4
RATTAN	32	7.7	637.5	49-5	49.4	47-5	48.2	0	28	59	13	0	38	47	16	0	19	75	6	3	13	84	0	3	50	41	6	0	19	59	22
RED OAK	21	8.6	646.0	63-6	57.2	64-6	57.7	0	10	38	52	5	0	67	29	0	14	81	5	5	14	62	19	5	24	43	29	0	24	67	10
REYDON	12	8.4	644.3	61-6	55.8	61-6	56.0	0	25	42	33	0	33	58	8	0	33	50	17	0	33	67	0	0	25	75	0	8	17	58	17
RINGLING	32	7.2	632.7	41-5	45.0	37-4	43.0	0	25	63	13	0	38	56	6	0	13	69	19	0	13	75	13	0	16	78	6	0	3	78	19
RINGHOOD	18	8.6	646.2	63-6	57.2	64-6	57.4	0	17	78	6	0	11	89	0	0	6	89	6	0	17	50	33	0	6	61	33	0	22	50	28
RIPLEY	34	7.7	637.2	48-5	49.0	46-5	48.0	0	35	53	12	6	32	56	6	0	15	79	6	0	38	53	9	0	26	59	15	0	15	71	15
ROCK CREEK	29	7.4	634.8	44-5	46.9	41-5	45.3	0	17	62	21	0	31	62	7	0	17	79	3	0	34	62	3	0	28	69	3	0	28	62	10
ROFF	13	9.8	658.1	81-7	68.7	84-7	71.2	0	0	54	46	0	0	23	77	0	0	62	38	0	15	31	54	31	38	8	23	0	0	85	15
ROLAND	85 ¹	7.3	633.1	41-5	45.4	38-4	43.6	0	33	51	16	2	52	28	18	1	35	53	11	6	33	36	25	6	25	58	12	9	32	47	12
ROOSEVELT	8	7.8	637.6	49-5	49.5	47-5	48.2	0	13	75	13	0	0	75	25	0	13	75	13	13	0	88	0	0	30	50	13	0	63	38	0
RUSH SPRINGS	50	9.3	652.9	74-6	63.7	77-7	65.4	0	2	54	44	0	6	68	26	0	8	74	18	2	24	46	28	2	22	60	16	4	18	56	22
RYAN	15	8.1	640.9	55-5	52.4	53-5	51.6	0	40	60	0	0	73	27	0	0	20	80	0	0	53	47	0	13	67	20	0	20	33	47	0
SALINA	62 ¹	6.0	620.8	23-4	34.2	19-3	31.3	19	60	21	0	16	53	31	0	3	56	39	2	16	42	35	6	8	37	40	15	15	31	47	8
SALLISAM	140 ¹	7.8	638.4	50-5	50.2	49-5	49.2	4	30	58	8	4	36	51	9	2	20	67	11	6	26	52	16	9	30	51	10	10	19	59	12
SAND SPRINGS	344 ¹	8.2	642.1	57-5	53.7	57-5	53.6	2	22	55	21	2	30	52	16	1	18	67	15	4	18	55	23	3	26	55	16	6	23	51	21

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE PSYCHOLOGICAL CORPORATION
HARCOURTBRACEJOVANOVI

TEST DATE: 02/93
NORMS: SPRINGGRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

PAGE 22

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SAPULPA	277 ¹	8.8	648.8	68-6	59.9	70-6	60.8	2	16	54	29	2	22	51	25	1	10	72	18	5	32	48	14	5	31	55	9	6	22	57	14
SASAKHA	6	5.3	615.0	16-3	28.6	12-3	24.9	0	67	33	0	17	50	33	0	0	83	17	0	0	33	67	0	17	50	33	0	0	33	67	0
SAVANNA	49	7.8	638.9	52-5	51.0	50-5	50.1	2	47	29	22	2	27	53	18	0	16	69	14	4	16	76	4	2	47	49	2	4	31	61	4
SAYRE	49	7.2	632.5	40-5	44.8	37-4	42.8	4	31	61	4	2	43	49	6	4	33	57	6	8	33	43	16	10	53	33	4	8	31	49	12
SCHULTER	15	6.4	624.9	28-4	37.6	25-4	35.8	0	27	67	7	0	47	47	7	0	20	73	7	0	33	60	7	7	40	33	20	13	20	53	13
SEILING	34	8.2	642.3	57-5	53.7	57-5	53.5	0	15	71	15	3	24	50	24	0	15	56	29	3	18	44	35	3	29	44	24	6	26	50	18
SEMINOLE	79 ¹	7.4	634.9	44-5	47.0	41-5	45.4	0	53	32	15	4	48	33	15	0	20	57	23	5	24	43	28	3	29	35	33	9	18	52	22
SENTINEL	17	9.0	650.0	69-6	60.7	71-6	61.8	0	0	76	24	0	24	59	18	0	0	94	6	0	12	76	12	0	0	94	6	0	0	65	35
SEQUOYAH	73	7.9	639.0	51-5	50.7	50-5	50.0	1	27	59	12	3	32	52	14	1	32	49	18	10	26	51	14	5	47	38	10	5	26	42	26
SHARON-MUTUAL	8	8.5	645.1	62-6	56.5	62-6	56.5	0	0	88	13	0	13	63	25	0	0	75	25	0	25	25	50	0	13	50	38	0	0	63	38
SHATTUCK	24	8.1	641.5	56-5	53.0	55-5	52.5	0	33	54	13	0	25	54	21	0	17	58	25	4	0	38	58	0	8	88	4	0	17	38	46
SHANNEE	242 ¹	7.6	637.0	48-5	49.0	47-5	49.3	6	27	52	14	7	33	48	13	2	21	57	20	7	19	52	22	3	31	52	14	5	19	52	24
SHIDLER	19	6.3	624.1	27-4	37.0	24-4	34.9	11	58	32	0	11	68	21	0	0	47	47	5	5	68	26	0	5	53	37	5	5	58	32	5
SILO	35	8.2	642.9	59-5	54.7	58-5	54.4	3	26	49	23	0	43	46	11	6	34	57	3	23	37	40	0	20	43	37	0	17	14	49	20
SKIATOOK	88 ¹	7.4	634.9	44-5	47.0	41-5	45.3	0	34	49	17	1	42	42	15	0	27	58	15	1	26	52	20	0	23	52	25	0	24	67	9
SMITHVILLE	24	6.3	624.4	28-4	37.4	22-3	34.0	4	63	29	4	0	63	38	0	0	58	33	8	8	38	33	21	13	38	42	8	13	21	42	25

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR

OKLAHOMA

District Listing is Alphabetical.

PAGE 23

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SNYDER	44	8.8	647.9	67-6	59.0	68-6	59.8	0	9	50	41	0	23	57	20	0	5	84	11	2	25	66	7	5	34	59	2	7	20	68	5
SOPER	23 ¹	5.8	619.4	21-3	32.7	16-3	29.3	9	52	39	0	4	43	48	4	0	48	43	9	9	39	48	4	0	57	26	17	9	39	39	13
SPERRY	62	8.9	649.5	69-6	60.6	71-6	61.7	0	6	65	29	0	16	48	35	0	11	82	6	2	13	77	8	6	42	45	6	0	19	68	13
SPIRO	92	8.2	641.8	56-5	53.4	56-5	53.3	1	25	58	16	0	34	48	18	1	14	70	15	2	23	52	23	4	29	53	13	2	30	46	22
SPRINGER	8	6.3	623.5	26-4	36.5	22-3	33.4	0	25	75	0	0	50	50	0	0	13	63	25	0	13	50	38	0	13	50	38	0	38	25	38
STERLING	24	8.3	643.5	59-5	54.9	59-5	54.8	0	17	67	17	0	25	63	13	0	0	88	13	0	38	46	17	4	33	58	4	4	25	54	17
STIGLER	69	7.3	633.7	43-5	46.0	39-4	44.2	3	38	54	6	6	26	58	10	1	23	67	9	3	35	49	13	0	32	58	10	3	32	48	17
STILLWATER	289	8.7	647.4	66-6	58.8	67-6	59.5	1	20	43	35	1	28	41	30	1	13	60	26	1	16	51	32	3	26	48	24	3	21	49	27
STILWELL	115 ¹	7.5	636.1	47-5	48.2	44-5	46.8	2	30	56	12	3	31	50	15	0	25	65	10	1	32	47	20	10	33	37	19	18	23	43	17
STONEMALL	25	8.8	648.4	67-6	59.3	68-6	60.1	0	20	72	8	0	52	40	8	0	24	72	4	12	48	40	0	16	28	52	4	4	40	36	20
STRATFORD	32	7.3	633.2	41-5	45.4	38-4	43.3	0	31	66	3	6	53	34	6	0	38	47	16	13	38	41	9	9	44	34	13	13	25	50	13
STRINGTOWN	12	6.3	624.3	28-4	37.5	24-4	35.2	0	33	58	8	17	25	42	17	0	33	42	25	8	67	25	0	8	25	67	0	8	42	50	0
STROTHER	26	6.2	622.6	25-4	35.8	20-3	32.4	4	42	54	0	4	65	27	4	0	31	65	4	12	8	77	4	19	35	42	4	19	31	38	12
STROUD	47	8.1	641.1	55-5	52.7	54-5	52.1	2	15	72	11	2	36	47	15	0	21	66	13	0	26	60	15	4	34	53	9	4	15	60	21
STUART	26	8.5	645.0	62-6	56.2	63-6	56.7	0	27	58	15	4	27	54	15	4	8	85	4	4	27	62	8	27	27	42	4	19	23	58	0
SULPHUR	94	7.4	634.5	44-5	46.7	40-5	44.9	3	36	52	9	4	40	52	3	3	31	48	18	6	30	46	18	7	41	38	13	5	35	48	12

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1

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PROCESS NO. 19396000-OK93-00339-1

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 24

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SHEETWATER	9	8.7	647.2	66-6	58.7	67-6	59.2	0	11	67	22	0	22	56	22	0	11	78	11	0	22	67	11	0	44	44	11	33	22	44	0
TAHLEQUAH	288 ¹	7.5	635.9	46-5	48.0	46-5	46.7	2	29	53	16	2	31	55	12	0	20	64	15	3	23	49	25	3	25	54	17	6	20	56	19
TALIHINA	40 ¹	8.2	642.4	57-5	53.9	56-5	53.4	0	45	50	5	3	45	43	10	0	38	53	10	3	13	65	20	5	48	35	13	5	15	60	20
TALOGA	17	8.6	646.2	64-6	57.4	65-6	58.0	0	18	65	18	6	6	65	24	0	29	41	29	0	18	47	35	35	12	41	12	18	35	24	24
TECUMSEH	134	7.1	632.0	39-4	44.3	36-4	42.5	4	42	46	8	7	46	40	7	1	37	51	10	3	22	55	20	2	40	44	13	4	24	54	19
TEMPLE	24	7.5	635.0	45-5	47.1	41-5	45.4	4	29	46	21	0	33	58	8	4	33	58	4	0	38	42	21	8	42	50	0	0	29	71	0
TEXHOMA	21 ¹	8.4	644.1	60-6	55.2	60-6	55.2	0	14	71	14	0	38	57	5	0	10	81	10	0	24	67	10	0	38	62	0	0	14	81	5
THACKERVILLE	26 ¹	8.0	640.4	54-5	52.1	53-5	51.3	4	16	64	16	4	36	48	12	4	0	96	0	4	32	44	20	4	40	48	8	4	32	56	8
THOMAS	16	8.2	642.3	57-5	53.8	57-5	53.6	0	13	50	38	0	13	50	38	0	6	75	19	0	13	63	25	0	6	63	31	0	13	63	25
TIPTON	15	8.5	645.4	62-6	56.3	63-6	56.7	0	27	73	0	0	0	100	0	0	27	73	0	0	20	80	0	7	67	27	0	0	40	60	0
TISHOMINGO	53 ¹	7.5	635.2	45-5	47.3	42-5	45.6	2	40	55	4	2	40	49	9	0	40	58	2	2	45	47	6	8	57	26	9	0	30	51	19
TONKAWA	39	7.9	639.6	53-5	51.3	51-5	50.6	3	26	67	5	5	41	41	13	0	21	72	8	3	46	28	23	10	46	31	13	8	28	49	15
TULSA	1604 ¹	7.5	635.2	45-5	47.3	43-5	46.1	4	29	54	13	5	38	47	11	1	26	61	11	7	30	50	14	10	38	45	7	5	24	57	14
TUPELO	23	7.1	631.5	39-4	44.0	35-4	41.6	4	57	35	4	0	74	17	9	4	22	70	4	13	52	30	4	0	61	39	0	9	65	22	4
TURNER	19	7.1	631.3	38-4	43.7	34-4	41.2	0	21	74	5	16	42	42	0	0	42	47	11	5	32	47	16	11	21	58	11	21	26	47	5
TURPIN	26	8.0	640.2	53-5	51.7	52-5	51.0	0	27	69	4	0	19	42	38	0	0	77	23	0	31	46	23	0	12	50	38	8	27	50	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 25

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TUSHKA	22	7.1	631.9	39-4	44.1	36-4	42.5	0	32	64	5	0	23	73	5	0	9	86	5	0	27	55	18	14	32	45	9	14	23	45	18
TUTTLE	81	8.2	642.8	58-5	54.3	58-5	54.1	4	36	43	17	1	26	38	35	1	19	53	27	0	27	42	31	5	28	51	16	2	23	47	27
TYRONE	24	9.0	649.8	69-6	60.6	71-6	61.7	0	21	46	33	0	17	63	21	0	21	67	13	0	21	25	54	8	13	54	25	8	13	42	38
UNION	598 ¹	7.9	639.7	53-5	51.5	52-5	51.0	4	23	54	19	4	29	51	16	1	24	58	17	3	25	54	18	5	33	51	10	3	19	60	18
UNION CITY	24	7.0	631.0	38-4	43.4	34-4	41.1	0	42	46	13	0	54	46	0	0	13	71	17	0	8	75	17	0	21	79	0	0	17	71	13
VALLIANT	72 ¹	8.5	645.5	63-6	56.7	63-6	57.0	0	16	63	21	1	30	51	17	0	29	57	14	1	29	43	27	1	33	51	14	4	21	50	24
VANOSS	41	7.7	637.1	49-5	49.3	46-5	47.7	0	32	63	5	0	32	54	15	0	17	66	17	2	27	59	12	0	27	63	10	5	27	59	10
VARNUM	14	6.2	623.1	26-4	36.2	22-3	33.8	0	29	71	0	14	50	36	0	0	7	86	7	0	50	50	0	0	43	57	0	0	21	79	0
VELMA-ALMA	32	6.9	630.0	36-4	42.6	33-4	40.6	9	47	34	9	9	47	41	3	6	63	16	16	9	38	25	28	3	44	38	16	6	9	50	34
VERDEN	32 ¹	6.6	627.1	31-4	39.8	28-4	37.7	19	34	41	6	9	47	31	13	16	50	28	6	13	31	41	16	9	25	53	13	22	19	50	9
VIAN	51	6.8	629.2	35-4	41.7	32-4	39.9	2	37	49	12	4	43	47	6	2	20	69	10	10	39	43	8	6	37	53	4	10	25	59	6
VICI	20	10.8	668.9	92-8	79.0	95-8	84.4	0	0	5	95	0	0	10	90	0	0	45	55	0	10	50	40	0	15	65	20	0	15	75	10
VINITA	91	8.6	646.4	64-6	57.7	65-6	58.2	1	21	40	38	1	22	38	38	1	14	64	21	3	21	51	25	4	35	52	9	4	16	59	20
WAGONER	107	6.7	628.0	33-4	40.7	29-4	38.5	6	43	42	9	6	43	48	4	4	21	67	7	6	26	53	15	2	23	64	11	6	14	69	11
WAKITA	10	7.9	639.1	51-5	50.7	49-5	49.7	0	0	60	40	0	0	100	0	0	0	100	0	0	20	80	0	0	30	50	20	0	30	30	40
WALTERS	40	8.9	649.2	68-6	60.1	70-6	61.0	0	3	80	18	0	5	48	48	0	3	90	8	3	0	75	23	0	10	63	28	0	8	55	38

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 26

DISTRICT NAME	NUMBER TESTED	H O L I S T I C S C O R E S						A N A L Y T I C S C O R E S B Y A R E A																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HANETTE	17	7.2	632.7	41-5	45.0	37-4	42.9	0	47	47	6	0	41	59	0	0	29	71	0	0	18	65	18	0	29	41	29	0	29	53	18
HAPANUCKA	12	7.5	635.4	45-5	47.4	42-5	45.9	8	25	67	0	8	8	67	17	8	50	33	8	0	33	42	25	8	25	42	25	8	25	33	33
HARNER	51 ¹	8.1	641.2	56-5	53.0	55-5	52.4	2	22	51	25	2	33	35	29	0	24	49	27	4	33	45	18	2	27	51	20	4	27	49	20
WASHINGTON	38	8.6	646.2	64-6	57.3	64-6	57.7	0	0	89	11	0	11	71	18	0	16	71	13	0	8	66	26	5	29	45	21	0	11	68	21
WASHITA HEIGHTS	16	8.1	641.3	55-5	52.6	54-5	52.1	0	63	38	0	0	63	38	0	0	56	38	6	6	6	81	6	0	38	56	6	0	25	56	19
HATONGA	49	7.5	635.9	46-5	48.0	44-5	46.8	0	29	59	12	2	37	49	12	0	31	49	20	2	35	53	10	6	37	51	6	6	31	51	12
HATTS	15	8.0	640.1	53-5	51.6	52-5	50.9	0	40	40	20	0	47	53	0	0	40	53	7	0	13	33	53	7	33	47	13	0	33	47	20
HAUKOMIS	33	7.7	637.6	49-5	49.5	47-5	48.3	0	24	67	9	0	36	64	0	0	36	52	12	0	36	58	6	0	42	48	9	0	15	70	15
HAURIKA	37	7.3	633.1	41-5	45.3	38-4	43.4	0	27	59	14	0	24	59	16	0	3	76	22	3	14	62	22	0	3	62	35	0	5	65	30
HAYNE	32 ¹	6.5	625.8	30-4	38.7	26-4	36.7	19	25	47	9	19	34	38	9	9	47	44	0	22	28	34	16	16	22	44	19	13	16	53	19
HAYNOKA	13	9.1	651.4	73-6	62.7	74-6	63.7	0	23	46	31	0	23	46	31	0	31	31	38	8	8	54	31	8	15	46	31	8	23	38	31
HEATHERFORD	128 ¹	9.1	650.9	71-6	61.8	73-6	63.0	0	5	57	38	0	9	61	30	0	5	65	30	2	9	60	30	5	34	47	14	2	18	56	24
HEBBERS FALLS	21	7.9	638.8	51-5	50.6	49-5	49.5	0	33	62	5	0	24	71	5	0	10	76	14	0	29	57	14	10	43	43	5	0	19	67	14
HELCH	25	8.4	644.5	61-6	55.8	61-6	55.6	0	16	84	0	0	16	72	12	0	0	100	0	0	48	48	4	0	60	36	4	0	24	64	12
HELEETKA	21	8.0	640.6	54-5	52.1	53-5	51.4	0	14	86	0	0	24	67	10	0	0	100	0	0	24	57	19	0	29	57	14	5	19	52	24
HELLSTON	43 ¹	7.8	638.6	51-5	50.4	49-5	49.4	0	26	67	7	0	26	63	12	0	9	81	9	0	16	79	5	2	23	58	16	5	12	63	21

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

TEST DATE: 02/93
NORMS: SPRING

GRADE: 10
LEVEL: ADVANCED 2
FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
OKLAHOMA

District Listing is Alphabetical.

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WESTERN HGTS	166 ¹	7.8	638.4	50-5	50.2	49-5	49.2	2	29	55	14	2	34	49	16	2	22	64	11	10	33	47	11	19	45	33	4	9	26	51	14
WESTVILLE	65 ¹	7.2	632.2	40-5	44.6	37-4	43.0	5	45	44	6	6	47	44	3	5	45	44	6	8	37	52	3	11	37	47	5	13	32	40	18
WETUMKA	38	6.3	624.1	27-4	37.3	22-3	33.7	11	53	37	0	11	42	47	0	0	42	50	8	5	34	42	18	3	50	45	3	3	29	61	8
WENOKA	52	7.8	638.0	50-5	49.8	48-5	49.1	0	37	52	12	4	44	42	10	0	15	71	13	4	29	54	13	4	33	56	8	2	29	52	17
WHITE OAK	7	8.7	647.3	66-6	58.4	67-6	59.0	0	0	57	43	0	14	57	29	0	0	71	29	0	29	14	57	14	0	71	14	0	29	43	29
WHITESBORO	15	8.8	648.1	67-6	59.0	68-6	59.7	0	20	60	20	0	33	27	40	0	27	73	0	0	13	73	13	0	47	53	0	13	27	47	13
WILBURTON	68	7.4	634.3	43-5	46.5	40-5	44.5	1	24	66	9	1	24	72	3	0	18	72	10	4	21	68	7	6	40	49	6	4	28	57	10
WILSON	24	7.6	636.7	48-5	48.7	46-5	48.0	13	17	54	17	13	25	58	4	4	21	58	17	25	46	21	8	38	42	17	4	8	42	33	17
WILSON-HENRYETTA	16	7.7	637.1	48-5	49.0	46-5	47.6	0	44	44	13	0	38	38	25	0	38	63	0	13	13	38	38	0	31	69	0	0	31	44	25
WISTER	26	6.6	627.1	31-4	39.8	29-4	38.4	8	46	38	8	23	19	46	12	0	19	69	12	12	58	23	8	12	65	19	4	15	42	35	8
WOODLAND	24	6.9	629.3	35-4	41.9	31-4	39.6	4	25	71	0	4	25	63	8	4	21	58	17	4	33	50	13	0	38	33	29	4	38	33	25
WOODHARD	186 ¹	8.2	642.3	57-5	53.8	57-5	53.5	1	21	59	19	1	22	60	17	1	14	69	17	2	17	55	25	1	19	63	17	2	17	58	23
WRIGHT CITY	23	7.6	636.0	46-5	48.1	45-5	47.4	9	17	61	13	9	17	39	35	0	17	70	13	9	35	17	39	4	35	52	9	4	30	43	22
WYANDOTTE	52 ¹	8.0	640.7	54-5	52.3	54-5	52.1	4	35	44	17	4	25	54	17	2	15	73	10	4	12	56	29	10	17	62	12	0	15	69	15
WYNEWOOD	36	7.8	638.6	51-5	50.6	49-5	49.5	3	44	33	19	11	39	39	11	0	36	61	3	19	22	50	8	11	39	42	8	14	44	31	11
WYNONA	10	6.0	621.2	24-4	34.8	19-3	31.1	10	80	0	10	0	70	20	10	0	20	80	0	0	40	50	10	10	30	60	0	10	30	50	10

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-5 IS OF THE MEAN NCE.

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TEST DATE: 02/93
 NORMS: SPRING

GRADE: 10
 LEVEL: ADVANCED 2
 FORM: K

WRITING TYPE: EXPOSITORY

LIST OF AVERAGES

FOR
 OKLAHOMA

District Listing is Alphabetical.

PAGE 28

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
YALE	32	8.0	640.2	53-5	51.8	52-5	51.0	3	6	78	13	3	13	72	13	0	6	88	6	0	6	75	19	3	25	53	19	0	9	56	34
YARBROUGH	10	7.2	632.5	40-5	44.8	36-4	42.6	10	40	50	0	10	40	50	0	0	40	60	0	0	70	30	0	0	50	50	0	0	70	30	0
YUKON	409 ¹	7.0	631.0	38-4	43.6	35-4	41.7	7	36	42	16	7	38	44	11	3	26	52	19	7	27	44	22	6	25	50	19	10	20	44	27

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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